

# The Modern Language Forum

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# MODERN LANGUAGE FORUM

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## A GUIDE TO THE ARCHIVES

S. L. MILLARD ROSENBERG, *University of California at Los Angeles*

A LITTLE book that impressed me deeply came to me recently from Havana, issued by the Editorial Hermes. It is entitled *El documento y la reconstrucción histórica*, and consists of two lectures delivered by Señor Don José María Chacón y Calvo before the Institución Hispano-Cubana de Cultura at Havana in the spring of 1929, after the author's absence from Cuba for eleven years<sup>1</sup>. The first lecture, with the simple title "Indias," begins with a discussion of the ways and means of finding and employing inedited documents pertaining to the Indies, which is followed by three studies illustrating the discussion.

First, where are the documents to be found? Perhaps in the archives of some old cathedral or in a library of some Castilian town. No deposit is unworthy of investigation, however unpromising. There is no modern historian who, while capable of all-embracing synthesis, should not also be master of little details, of modest, obscure, silent, Franciscan labor among the documents. "There is not one who has not felt an almost ineffable emotion when history sprang up before his eyes, new, alive, and surprising, from some old document about to be lost forever." The historian's duty toward such a salvage is two-fold. First, there is the external inspection of the graphic characters, the state of preservation, the evidences of authenticity and chronology. The student should see the document in its present circumstances in the archives, should inspect the town where these are, the roads that lead to them, and the people that travel them.

Second, the interpretation: the inedited data, disengaged from the document, must

be assigned their proper places in history, of which they are living parts.

The beginning was made a century ago. In 1829 the Sección de Historia of the Sociedad Patriótica de Amigos del País planned to prepare a documentary history of Cuba. In 1830 a volume was published, based on a prolonged examination of Spanish archives. The work was not finished, but many inedited documents were published, such as the histories by Las Casas and the Cura de los Palacios. This labor of the Sociedad Patriótica is one of the most important sources for the history of Cuba.

And at Sevilla there is a seventeenth-century series comprehended under the title Registro Generalísimo de Reales Cédulas, etc., preserved in the Archivo de Indias, in the section having the delightful name of "Indiferente General." "Debéis llegar a la prodigiosa y miscelánea sección con un profundo convencimiento: el de que nada os será 'indiferente'." In this section the investigator comes to his practical task, simple and elementary. The examples that follow are given to illustrate the procedure, from the point of view above outlined.

I. Sancho Camacho: los viajes secretos a Cuba y el silencio de los historiadores. The "Indiferente General" consists of forty-eight books; at folio 40 of the second occurs the sole reference to Sancho Camacho, in a letter dated 1509 from the king to Ovando, governor of La Española. One short paragraph refers to what the governor had said of his intention regarding Camacho, who was secretly in Cuba: "En lo que dezis que embiareis a la isla de Cuba a Tomás a Sancho Camacho y a su hermano que se habian ido allá secretamente . . . yo de vos confío entendais en cobrar a Sancho Camacho e a su hermano e todos los que allá fueren." Now what did Sancho and his fellows do in Cuba? The archives do not tell, nor the early chroniclers nor the later historians. Our author suggests that Camacho may have gone to circumnavigate

<sup>1</sup>Señor Chacón y Calvo is First Secretary of the Cuban Embassy to Madrid. He has for many years been doing research work for the Cuban Government at the Archivo de Indias at Simancas and at Sevilla for the purpose of gathering all the documents pertaining to the discovery and history of Cuba. Señor Chacón is not only a Cuban historian of note, but also a brilliant critic and lecturer. Cf. M. P. González, *En Torno a los Nuevos* (José María Chacón y Calvo), in *Hispania*, Vol. XIII, No. 2, March, 1930, pp. 95-97.

and explore the island. At any rate, his name must be rescued from oblivion and placed with those that preceded Velázquez in his colonizing enterprise. Both the chroniclers and the historians admit the possibility of other voyages and even of a circumnavigation of the island by sailors from Santo Domingo before the arrival of Ocampo and of Ojeda. The independence of Camacho's venture appears in its secrecy, and from the text it may be deduced that he was acting outside the law. Whether this mystery is ever cleared up or not, the name of Sancho Camacho must be preserved for future reference.

II. Los orígenes de la esclavitud africana en América y Fr. Bartolomé de las Casas. In his *Historia de las Indias* Fray Bartolomé wrote: "Este aviso de que se diese licencia para traer esclavos negros a estas tierras dió el primero el clérigo Casas, no advirtiéndolo la injusticia con que los portugueses los toman y hacen esclavos, el cual después cuando cayó en ello, no lo diera por todo el oro del mundo." This passage, says our author, is the main source of one of the legends that have prejudiced the fame of Las Casas. Defenders have rallied to defend him against his self-accusation, and Señor Chacón, by following his plan of research, has found something to contribute to the defense. In the Indiferente General he found a *real cédula* directed to Governor Ovando on (notice the date) March 27, 1503: "En cuanto a lo de los negros esclavos que dezis que no se embien alla, por que los que alla había se han huido, en esto nos mandaremos que se faga como dezis."

But much more decisive for the defense of Las Casas is the very important *real provisión* dated January 22, 1510: "... y porque agora me han escrito nuestros oficiales que alla [en La Española] residen, que en las dichas minas se ha comenzado a fallar buena cantidad de oro, gracias a nuestro Señor, y que los dichos cincuenta esclavos son alla muy necesarios para romper las peñas donde dicho oro se halla, porque los indios diz que son muy flacos o de poca fuerza; por ende yo vos mando que pongais toda diligencia en buscar los dichos cincuenta esclavos, que sean los mayores y más recios que pudieréis haber."

Here is positive proof—not printed in any of the collections or monographs consulted by Señor Chacón—that African slaves were substituted for Indians, because

of their superior physique. "We believe," says Señor Chacón, "that the origin of slavery in the New World is substantially illuminated by this document."

III. La servidumbre de los indios, y los sermones de Montesinos. The first Dominicans went to La Española in 1510. Among them was Fr. Antonio de Montesinos, who, when he returned to Spain to justify the Dominican policy, was given the title of "protector de los indios." This information is given by Fr. Juan de Arraya in his *Historia del Convento de Salamanca*; its importance lies in showing that Montesinos was the forerunner of Las Casas in pleading the cause of the Indians. Las Casas himself is the sole source we have for the sermons of Montesinos, and in introducing into his *Historia* extracts from them, Las Casas makes a most significant statement: that the sermons were written out in full and then approved by his fellow Dominicans over their signatures; that Montesinos' voice was the voice of the whole Dominican community when in 1510 he denounced the treatment of the Indians and begged for their liberation. In 1519 Las Casas entered the Order, and he had access to these attested sermons for the purposes of his history. After quoting at length from the extracts, Señor Chacón observes: "Many will find in these words of Montesinos the beginning of the so-called 'leyenda negra'; but it will be more nearly in accord with the objective truth of history to consider them as one of the first manifestations of Spanish reaction to the problem of American colonization. It is a very interesting and typically Spanish attitude, analogous to that of the Encyclopedists of the eighteenth century. It shows a clear, penetrating, and critical vision, which patriotism cannot blindfold. It is all the clearer because it is informed by warm and living moral views, not by cold, abstract ideas. Moral views: that is the basis of the criticism, which is thus also nourished by another very Spanish tradition: that of Seneca. If we review Spanish culture we find these traditions persisting in the most diverse and distant spirits, as distant as Montesinos and Las Casas are from the Spanish Encyclopedists; we shall find them in the nineteenth century in the followers of Kraus, in Sanz del Río, Salmerón, Francisco Giner . . . in D. Francisco Pi y Suñer . . . in Ganivet, Macías Picavea, Joa-

quín Costa . . . in Miguel de Unamuno . . . in Manuel B. Cossio, Luis de Zulueta, Fernando de los Ríos . . ." Here is no leyenda negra, but an historical fact: the progress down the generations of that grand lesson in heroic argument which began with the Dominicans in 1510.

The immediate result of Montesinos' sermons was an appeal of La Española authorities to the Crown. In reply is the Respuesta del Rey to Admiral Don Diego Colón, dated March 20, 1512; it is to be found in Book 3 of the "Indiferente General" and reads in part:

"Vi así mesmo el sermón que dezis que hizo un fraile dominico que se llama Fr. Anton Montesinos, y me he mucho maravillado en gran manera de decir lo que dijo, porque para decirlo ningun buen fundamento de teología, ni cánones ni ley tenía, segun dicen los letrados, y yo así lo creo, porque cuando yo e la señora Reina mi mujer, que santa gloria aya, dimos una carta para que los indios sirviesen a los cristianos, como agora les sirven, mandamos juntar para ello todos los de nuestro Consejo y muchos otros letrados, teólogos y canonistas e vista la gracia y donación que nuestro Santo Padre Alejandro Sexto nos hizo . . . acordaron en presencia y con parecer del Arzobispo de Sevilla, que agora es, que se devían de dar (los indios) pues era conforme a derecho humano e divino."

Within the Dominican Order in Spain as well as elsewhere there was much debate over the sermons between theologians and jurists. Tradition favored supporting Montesinos and his confrères in La Española; and by resolution of the Junta de Burgos in 1512 it was declared that "los indios son libres, y V. A. y la reina nuestra señora (que haya santa gloria) los mandaron a tratar como tales." But when this postulate came to be translated into the first (1512) ordinances, the legalistic attitude that had provoked the protest from La Española was resumed.

During the first years of this conflict Fray Bartolomé de las Casas was a clergyman owner of certain encomiendas. As already noted, he did not enter the Dominican Order until 1519, whereupon he had access to the sermons that had started the whole movement. Las Casas now began repeating the arguments of Montesinos, with additions of his own. Of him Señor Chacón says:

"His dramatic apostolate needs a new historical adjustment, now that, following his exaltation by nineteenth-century historians, the Spanish school is going to the other extreme. In making such an adjustment, I expect much from D. Antonio Ballesteros, who—with D. Pedro Sáinz Rodríguez and with the collaboration of Spanish and Spanish-American specialists—is directing the preparation of a truly monumental history of America, the first volume of which will soon appear from the press of the Sociedad Ibero-Americana de Publicaciones. This venerable scholar has told me . . . that his opinion is in general favorable to Las Casas, in whom he sees the certain and fruitful influence of Spanish criticism."

"The fluctuations of the argument between theologians and lawyers, between the ideal and the pragmatic," says Señor Chacón, "comes to be one of the characteristics of the colonization. The Dominican Fray Francisco de Vitoria accepts the theological argument in all its purity and at the moment of Spain's greatest political power he heroically declares that the conquest is not legitimate, nor is the servitude of the Indian lawful." Carlos V responds in 1539 with a letter to the Prior of San Estéban, commanding him to forbid further agitation of the subject.

Forgetting their antecedents in Montesinos and his confrères, the Dominicans began to gather the declarations of Las Casas and his advocates into a body of doctrine. The opposing doctrine was most ably presented by Juan Ginés de Sepúlveda. "Let us not forget," concludes Señor Chacón, "that our America was the earliest scene of this fundamental dispute. It was not a transitory conflict, related exclusively to the conquered race. In the last analysis it is inherent in the nature of man, his dignity and his liberty—the loftiest distinction of his manhood."

All this is remindful of Professor Simpson's study of the *encomienda*<sup>2</sup> where the "leyenda negra" is treated at some length. Señor Chacón's contribution from the "Indiferente General," carrying back the legend to Montesinos and his fellow Domini-

<sup>2</sup>The *Encomienda in New Spain: Forced Native Labor in the Spanish Colonies, 1492-1550*. By Lesley Byrd Simpson. University of California Press, Berkeley, 1929; 297 pages. Compare also my review of Dr. Simpson's study in *University of California Chronicle*, Vol. 32, No. 2, April, 1930; pp. 249-253.



cans of 1510, will somewhat alter the position of Las Casas and Vitoria in the great controversy; but otherwise the alignment of partisans remains unchanged and, as our author remarks, irreconcilable.

\* \* \*

In the lecture sketched above, three examples are given of light that is still to be found at Sevilla. In the second lecture the scene is removed to Simancas, which was the chief depository before the foundation of the Archivo de Indias. From the vast wealth of the Archivo General del Reino at Simancas the great eighteenth-century researcher Muñoz, between 1781-1787, conducted the segregation of papers pertaining to America. It was then found that in many legajos of general interest to the empire there were also bound up many documents pertaining particularly to the colonization of America; and the same was true of several other series from different departments of state which were sent to Simancas forty or fifty years later. Even this general statement will hint at the wealth of Simancas in matters American. Yet many students neglect Simancas. Why? Señor Chacón answers: "Con un afán simplista, causa de tantos males en la construcción histórica, creen que basta en España el Archivo de Indias para una investigación exclusivamente americana." Archives, however, are not so simple; there are no hard-and-fast classifications; archives are very like the men who make them: full of contradictions.

Fascinating passages reward the delver. Let us enter the Sección de Estado and turn to the series marked *Negociaciones con Inglaterra*; let us presently hit upon item 3963, which startles us with its label: "Formación de una República en la América del Norte." Opening it, we find it to be the minutes of a Consejo Real dated March 12, 1688, referring especially to a letter from the Spanish Ambassador at London; the kernel of it reads as follows:

En cuanto al apresto de la escuadra del Caballero Holmes no parece estar tan adelantado como representó Don Pedro [Ronquillo, the Spanish Ambassador] cuando pidió los seiscientos pesos, y que le advierta que esta cantidad se le debe dar sólo para las operaciones que se hicieren contra los *Asociados de la Nueva República* desalojándolos de los nuevos territorios que ocupasen.

The Republic of North America in 1688!!! This is indeed a lively bit of news to come out of a dusty old document in the lovely

old town of Simancas. Pirates, too, are always attractive fellows to meet, in a document; and pirates swarm at Simancas. One can follow Drake, for instance, and never lose him hull down; the documents speak insistently and anxiously of the honors bestowed on him at court in London. Besides the pirates, the leading topic is the hostilities between Spain and England, with America for the principal scene. In short, Simancas offers much news that has never been printed. News of the great Francisco de Miranda for instance: "During many long days I followed the trail of Miranda, who began his career in Cuba and began it quite vivaciously." Now, there are two books, those of William Spence Robertson and Parra Pérez, both excellent, and both showing careful consultation of the documents. "Sin embargo no creo que se haya agotado todo el interés de la documentación simanquina referente a aquella protéica figura." The series referred to comprises 63 volumes and affords a vast panorama for the American hero to figure in: from Russia to Africa, and all countries between, and the entire New World. Russia is a dominant motif; personal observations and occurrences all over Russia and Siberia. Dramatic interest grows as the series approaches the French Revolution and the American Revolution. The heroic labors of Miranda for American independence are followed step by step, and there is a memorable phrase embedded here where the Spanish ambassador, writing from London, says of the great revolutionary: "es hombre de mucho talento, de instrucción más que mediana, pero fanático en sostener los principios de la libertad contra todo gobierno." And our lecturer exclaims: "Fanático de la libertad. He aquí toda la vida del gran viajero de Rusia, del gran actor de la Revolución francesa, del gran precursor de la independencia."

Our guide to the documents goes on to other sections of the Archivo important to America. "Estos documentos más de una vez nos dan una gran sorpresa . . . pero ¿qué han trabajado los investigadores americanos en ese gran laboratorio de la historia? La respuesta tiene que encerrar un doloroso escepticismo." To this there is a footnote: "We mean Spanish-Americans. The specialists of the United States who have worked at Simancas are legion. Suf-



fice it for the moment to mention Alice B. Gould, that heroic traveler through Spanish Archives."<sup>1</sup>

After sketching the possibilities of Simancas as to Miranda, our lecturer more briefly touches upon his contemporary and opposite, Don Alejandro de O'Reilly, first Conde de O'Reilly, founder of the illustrious Cuban family. Here again the Archivo is very rich; the life of eighteenth-century Cuba can here be reconstructed from the correspondence of Don Lorenzo de Montalvo and several other series; Cuba's administration from its origin, the causes of its abuse, the languishing of commerce, the distress of the colonists. O'Reilly writes out at length his suggestions for reform, urging immigration of foreigners and other bold innovations. Carlos III approves and Cuba revives. Other Cuban and related pictures drawn from Simancas are

those of the colony's relations to the new-born United States of America, the origins of Spanish-Americanism, Florida, the Indians, etc., for which there is a vast amount of material, mostly inedited and unknown. But do not imagine that the difficulties of the investigator are only those of bewildering masses. Here is a significant sentence from Señor Chacón's diary for February, 1927: "El frío del archivo ha apagado el vacilante brasero." The cold numbs the body; only hot lust for data can keep the fingers limber enough to handle the papers; heroism is necessary at times in that arctic treasure-house.

We have given but a cursory review of these 86 duodecimo pages, which are meaty as telegrams, and form an indispensable guide-book for every prospective pilgrim of the records.

<sup>1</sup>There is however one curious oversight. In view of Señor Chacón's cordial and well merited mention of Alice B. Gould's work at Simancas, why did he not mention Irene A. Wright, whose histories and monographs concerning the Americas based on the Archivo at Sevilla have been coming copiously from the press for about twenty-five years? Miss Wright is, I daresay, the most persistent and prolific deliver in that Archivo, and for her labors she has had repeated recognition in academic honors and official decoration. In May of last year she appeared before the Royal Historical Society in a study of "Spanish resistance to the English occupation of Jamaica, 1655-1660" based on the documents at Sevilla and the English ones at the British Museum. As to the former she says in a footnote to the study as printed in the Society's *Transactions*: "The quantity of original material available at Sevilla and bearing on Jamaica at the period under consideration is overwhelming." In June, at the request of the King, who presided, Miss Wright, as representative of the United States, was invited to address the Tercer Congreso In-

ternacional de Geografía e Historia Hispanoamericanas, and gave a brilliant review of the relations of Spain with North America. In December, the Spanish Government granted to Miss Wright the *encomienda* of the Order of Alfonso XII, a rarely bestowed distinction and given solely for intellectual achievement. Such historians as Altamira have praised the work of this indefatigable searcher of the archives, and her work has brought her membership in the British and the Dutch Royal Historical Society, the Hakluyt Society, and others. Her works make a long list, rapidly growing; some of them I have discussed in *A Historian of the Caribbean* in the *Bulletin of Spanish Studies*, Vol. VII, No. 25, Jan. 1930, pp. 27-33. About the standing of Miss Wright abroad, see also the articles in *El Liberal* of May 3 and Dec. 13, 1930, and in the *Diario de la Marina* of June 20, 1930. I call these and could call many other items to Señor Chacón's attention for future reference. But he may have in recent months corrected this oversight, since he has had the ample opportunity offered by his presence at the Archivo de Indias at Sevilla, where Miss Wright is and has so long been at work.

## A COMPARISON OF ADULTS WITH JUNIOR HIGH SCHOOL STUDENTS AS TO PROGRESS IN LEARNING SPANISH\*

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AND

C. C. CRAWFORD, *University of Southern California*

**T**HERE has been some debate as to when the study of foreign languages should begin, and also as to whether it is possible for persons who did not study a language while they were children to learn the language economically after reaching adult life. The investigation reported in this article was carried out in order to shed some light on these questions, and also to evaluate, in a sense, the work being done in teaching Spanish in the evening schools for adults in the City of Los Angeles.

*Procedure.*—Briefly, the procedure of the study consisted of giving the same standardized Spanish tests to adults in evening high school Spanish classes and to regular day students in the junior high school. This comparison, if favorable to the junior high school students, would favor the theory that language instruction is difficult in adult life and that it should be begun during childhood. If favorable to the adults, the comparison would suggest that there is always hope of learning a language, and it would be an argument in favor of the work of the evening high schools in teaching languages to adults.

We should state here that one important outcome of language study was left unmeasured in this study. That was ability to speak the language. It was not measured because of the lack of convenient standardized measurement devices that would make possible the comparisons desired. It is probable that the theory of early beginning of a language would be more applicable to the speaking phase than to any other. At any rate, the argument for beginning early is more often advanced in connection with the acquisition of a good speaking command of the language than in connection with the learning of grammar, vocabulary, or reading comprehension. Our study must be read with due consideration for this important limitation.

The tests used were the Stanford Spanish Tests for grammar, vocabulary, and para-

graph meaning, prepared by A. M. Espinosa and T. L. Kelley. They are carefully made and standardized, and splendidly suited for use in such a study as this.

The groups tested were four in number and each group contained 25 students. The first pair consisted of beginning students, in the first semester of Spanish study; the second pair consisted of advanced students, in the third semester of their study of the language. Each pair consisted of a junior high school class and an evening high school adult class, and all four groups were taught by the same teacher. The junior high school classes were in the James A. Foshay Junior High School, Los Angeles. The beginning adult class was taught at the Manual Arts Evening High School, Los Angeles, and the advanced adult group at the Los Angeles Evening High School.

Intelligence scores were not available for the adult groups, but the junior high school students were from bright sections, and had intelligence quotients ranging from 112 to 147. It is doubtful, therefore, if there is any superiority of adults over the junior high school students as to brightness. We should bear in mind, however, that the junior high school students, even though very bright, were immature, and had not reached the peak of their mental growth. There might be a difference in *mental age* even though not a difference in *brightness*, but such a difference is to be reckoned with, and is one of the conditions of our original problem.

Conditions for instruction were not uniform but were fairly equivalent. The advantages favored the junior high school groups because of their having five meetings per week, whereas the adults had three and two meetings per week respectively. The adult meetings were longer, making the total time the same, but not giving the benefit of the principle of "spaced repetition" or "distributed practice."

*Results.*—Table I presents the results of the comparisons that were made. The most striking feature of the table is the fact that the differences are uniformly in favor of

\*This article is based on a thesis written by Maude Fraser under the direction of Dr. C. C. Crawford for the degree of Master of Arts in Education at the University of Southern California.

TABLE. I.

## COMPARISONS OF SPANISH ACHIEVEMENTS OF ADULTS AND JUNIOR HIGH SCHOOL PUPILS

Semester of Spanish	Ability measured	Average for adults	Average for Jr. H. S.	Difference favoring adults	Chances that the difference is real
First	Grammar.....	13.24	9.48	3.76	2,350 to 1
First	Vocabulary.....	14.60	9.96	4.64	1,450 to 1
First	Comprehension.....	10.48	5.20	5.28	38,000 to 1
Third	Grammar.....	23.40	16.28	7.18	1,600,000 to 1
Third	Vocabulary.....	32.08	18.04	14.04	Millions to 1*
Third	Comprehension.....	25.88	13.56	12.32	Millions to 1*

\*Tables were not available for chances over 3,400,000 to 1.

the adult groups. Not once did a junior high school class average as high as its corresponding adult class. In some cases the adults had scores almost twice as high, numerically, as their junior high school fellows.

The last column is based on a technical statistical computation which takes account of the number of cases and the spread or variability of the scores and tells us what the chances are that we should get differences favoring the adults if we should teach and measure other groups under conditions similar to those in this experiment. In other words, this column gives us a check on the reliability of our experiment, and in every case the reliability is higher than that which the statistician calls *practical certainty*. We conclude, therefore, that if this investigation should be repeated under similar conditions in other schools the adults would show results superior to the junior high school pupils.

In addition to the comparisons already described, a second type of investigation was made. This consisted of computing coefficients of correlation between grammar, vocabulary, and comprehension scores for each class and comparing the adults with the junior high school students as to the size of these correlations. Such a comparison would tell whether the three types of language mastery developed more harmoniously and proportionately in the adults than in the junior

high school students. A high correlation between grammar and vocabulary would show that students who know grammar well also are high in vocabulary, and vice versa. In a sense, therefore, a high correlation between the three types of ability for a given group is a favorable sign, representing an all-round development rather than a lopsided or erratic progress in the learning of the language.

Table II shows that the adults actually do manifest a higher correlation between the three abilities measured than do the junior high school students. The differences are greater in the third semester than in the first, as shown by the column giving the statement of chances. In other words, the correlation technique confirms the results that were secured by the comparison technique in practically every detail.

*Interpretation of Results.*—What do the above results indicate? How are the differences to be interpreted? There may be differences of opinion regarding certain points, but the authors believe that the following interpretations will appeal to most readers as being justified by the facts in the case:

1. The superior achievement of the adults as compared with the junior high school students is due in part to their greater mental maturity. The adults are grown, and have their complete development of intelligence. The junior high school students are still children, and naturally are at a disadvantage

TABLE. II.

## COEFFICIENTS OF CORRELATION BETWEEN THE THREE TYPES OF LANGUAGE ABILITY FOR ADULTS AND FOR JUNIOR HIGH SCHOOL STUDENTS

Semester of Spanish	Abilities correlated	Correlation for adults	Correlation for Jr. H. S.	Difference favoring adults	Chances that the difference is real
First	Gram. and Voc.....	.68	.19	.49	71 to 1
First	Gram. and Comp.....	.85	.36	.49	285 to 1
First	Voc. and Comp.....	.72	.22	.50	121 to 1
Third	Gram. and Voc.....	.76	.14	.62	625 to 1
Third	Gram. and Comp.....	.85	.09	.76	6,250 to 1
Third	Voc. and Comp.....	.92	.25	.67	4,350 to 1

in learning a language because they have less intellectual capacity than they will have at a later age.

2. The above fact would suggest that probably adults would do better than junior high school students in other subjects, as they have done in Spanish. In other words, if economy of learning were the sole aim we ought to postpone all instruction to adult life in order to get the advantage of added intellectual maturity. This would be absurd, of course, because there are many things which children must learn during childhood, at however great a cost, in order to be able to meet the demands of daily life. If languages can be shown to meet such child-life needs better than other studies which they crowd out of the curriculum, we should still be justified in teaching languages in the junior high school years even though the same effort would get better results if spent in instruction in adult years.

3. The adults in this study probably got better results in part because of their more serious purpose. They had some reason for studying Spanish, else they would not have enrolled. The junior high school students, on the other hand, were required to take some language to satisfy school regulations, and naturally had less specific or concrete objectives in mind.

4. Even in the absence of differences in purpose or concreteness of objectives, we should expect better results from the adults because of their greater social maturity. They had attained the age of personal responsibility, and would be more likely to carry projects through earnestly and energetically than would immature children.

5. The adults may have studied more at home, thus giving themselves a greater amount of learning time than the junior high school students, even though the amount of class time was the same. If this were found to be the case it would suggest that the element of motive or purpose was better than in the junior high school students, in addition to suggesting that there was less

difference in economy of learning than we at first supposed. The writers mention this as a possibility rather than a very great probability, because the adult students were for the most part employed and would find their time for study quite limited.

6. The higher correlation between grammar, vocabulary, and comprehension, respectively, for the adults than for the junior high school students suggests that their progress is more stable, fundamental, and harmonious than that of the children. It indicates, although it does not positively prove, that the real learning products are present in greater degree in the adults than in the children. It suggests that the scores of the junior high school students depend somewhat upon luck, chance, or the tricks of association, whereas those of the adults are based more upon deeply bedded nervous connections of a more permanent and substantial sort.

7. The fact that the differences are greater in the third semester than in the first, both for the comparisons and for the correlations, simply confirms our conclusions that the differences are real. The gap between the children and the adults widens with the passage of time.

8. The study on the whole would tend to discourage the policy of moving the study of foreign languages down lower in the grades, and would tend to encourage the policy of making language instruction available to adults whose occupational or other needs create a definite motive for taking advantage of it.

9. While the statistical computations of reliability of results, as expressed in the statements of chances, show a high degree of certainty that a repetition of this investigation in other schools or classes would yield similar results, still the reader should bear in mind that the conclusions from this study would not fit any and every situation. We should have to be sure that all conditions were comparable to those in this study before we could safely generalize.



## THE GRAMMATICAL DIFFICULTY OF BEGINNING SPANISH GRAMMARS

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WITH what grammatical terms should a student be acquainted in order to pursue effectively the study of a foreign tongue? How difficult grammatically are contemporary foreign language grammars? What grammatical terminology occurs most frequently in beginning foreign language textbooks?

An attempt to answer these questions objectively for at least one modern language is presented in the following analysis of the grammatical nomenclature of eight widely used Spanish texts.<sup>1</sup>

The study represents a tabulation of the frequency of occurrence of all grammatical terms contained in the introductions, chapters (lessons proper), indices, appendices, and vocabularies of the books selected. For purposes of definition, grammatical terms are considered as words belonging to the technical terminology of English grammar, such as the parts of speech, as well as *any words used in specifically grammatical senses*. All points of doubt arising under this definition were referred to the *New Standard Dictionary*, to *Crowell's Dictionary of English Grammar and Handbook of American Usage*, and to the *Report of the Joint Committee on Grammatical Nomenclature*, for decision.<sup>2</sup>

By this means a list of 564 words, with a gross frequency of 50,636 was obtained. This number was subsequently reduced to 266, with a total frequency of 49,740, by excluding dubious terms. Following the computation of the aggregate frequency of the list, the number of English words in each book was estimated by counting the total on fifteen representative pages. The percentage which the gross frequency of grammatical terms constituted of the sum total

of English words in each book was taken as an index of its grammatical difficulty. A comparable index was obtained for Spanish grammars in general by dividing the aggregate frequency of the composite list by the gross number of English words in the eight texts analyzed. The percentages obtained by this method ranged from 4.3 to 42.1, with a percentage for all books combined of 14.5.

The chief limitation of the study is probably one of inclusion rather than of omission. Even with a working definition and authoritative references on grammatical nomenclature available as criteria, it was difficult to determine the exact status of all words encountered. It is possible, therefore, that a few terms of doubtful pertinence remain in the final list even after the elimination of 298 words from the original tabulation. Such terms as *causal*, *open*, *closed*, *simple*, *probability*, etc., may seem on first thought to be ordinary English words, without special claim to grammatical significance. When these terms, however, are used in such expressions as *causal conjunctions*, *open syllables*, *closed vowels*, *future of probability*, and *simple tenses*, their meaning obviously becomes highly specialized and technical.

In any case, it is believed that the findings may be of value in one or more of the following ways:

1. To research workers in foreign language methodology, by providing a fairly definite and objective statement of the grammatical content of contemporary Spanish grammars. The findings indicate that the standard text utilizes an average of 200 grammatical terms, comprising in their total frequency about 14.5 per cent of the aggregate

455 pages.

\* Moreno and Lacalle *Elementary Spanish Grammar for Schools and Colleges*. Benjamin H. Sanborn and Company.

M. L. Ray and R. A. Bahret *Lecciones Elementales*. Allyn and Bacon, Boston, Massachusetts, 1927, 375 pages.

\* Warsaw and Bonilla *The Elements of Spanish*. Scott, Foresman, and Company, Chicago, 1924, 435 pages.

\* Lawrence A. Wilkins *New First Spanish Book*. Henry Holt and Company, New York, 1925, 510 pages.

\* Funk and Wagnalls *New Standard Dictionary of the English Language*. Funk and Wagnalls Company, New York and London, 1929, 2811 pages.

Maurice Harley Wesen *Crowell's Dictionary of English Grammar and Handbook of American Usage*. Thomas Y. Crowell Company, New York, 1928, 703 pages.

"Report of the Joint Committee on Grammatical Nomenclature"; in *Proceedings of the National Education Association*, Washington, 1913, pp. 315-354.

<sup>1</sup> The bibliography of texts follows. Books starred with an asterisk are listed among the most commonly used Spanish grammars in the report of the Committee on Foreign Languages to the California High School Principals Association, Sacramento, April 11, 1927. See: *California Quarterly of Secondary Education*, vol. 2, pp. 366-368. (June, 1927); also *The Modern Language Forum*, vol. 12, pp. 13-18. (October, 1927).

\* J. P. Wickersham Crawford *A First Book in Spanish*. The MacMillan Company, New York, 1922, 300 pages.

\* Carolina Marcial Dorado *Primeras Lecciones de Español*. Ginn and Company, Boston, Massachusetts, 1918.

Aurelio M. Espinosa and Clifford G. Allen *Elementary Spanish Grammar*. American Book Company, New York, 1915, 367 pages.

\* M. E. Manfred, *Practical Spanish Grammar for Beginners*. Charles Scribner's Sons, New York, 1923,

gate English word-content of the book.

2. To textbook writers in Spanish, by furnishing a practical criterion in terms of which to evaluate the grammatical difficulty of their publications.

3. To course of study and textbook committees in Spanish, by furnishing a practical standard for judging the intrinsic difficulty of beginning grammars before recommending adoptions.

4. To teachers of pre-language or general language classes, by providing a valid guide in teaching the technical nomenclature of foreign language study.

5. To teachers, textbook writers, and course of study committees in English, by furnishing an indication of the extent to which formal grammar functions in foreign

language work. Although it can scarcely be expected that English courses should specifically prepare for foreign language study, it can nevertheless legitimately be maintained that only through a recognition of the identical elements common to the subject-matter of both English and foreign language courses can a satisfactory degree of correlation between these branches of the curriculum be assured.

6. To students of method in providing an objective index of the relative frequency and importance of different grammatical concepts in beginning foreign language work.

The list of words, arranged in alphabetical order with the aggregate frequency of occurrence of each term in the eight grammars analyzed, is reproduced below:

Term	Frequency	Term	Frequency	Term	Frequency	Term	Frequency
1. absolute	288	46. collective	10	91. diphthongation	4	136. untranslatable	1
2. abstract	16	47. colloquial	1	92. direct	357	137. irregular	461
3. accent	307	48. colon	4	93. disjunctive	1	138. irregularity	21
4. accented	13	49. comma	5	94. elided	1	139. italics	11
5. accentuation	7	50. comparative	123	95. elision	5	140. limiting	7
6. accusative	16	51. comparing	1	96. elliptical	2	141. literal	4
7. active	26	52. comparison	128	97. epithet	1	142. margin	36
8. address	3	53. complement	15	98. euphonic	1	143. masculine	4946
9. adjectival	7	54. complementary	4	99. exclamatory	20	144. medial	1
10. adjective	1930	55. compound	107	100. feminine	3840	145. modified	16
11. adverb	559	56. concession	12	101. figurative	1	146. modifier	32
12. adverbial	23	57. concessive	3	102. finite	1	147. modify	42
13. adverbially	4	58. condition	12	103. first	359	148. modifying	3
14. adversative	2	59. conditional	403	104. fractional	3	149. monosyllable	3
15. affirmative	86	60. conjugate	126	105. future	703	150. mood	165
16. agent	10	61. conjugated	14	106. futurity	3	151. negation	14
17. agree	20	62. conjugating	1	107. gender	215	152. negative	266
18. agreement	150	63. conjugation	707	108. generic	5	153. neuter	121
19. antecedent	16	64. conjunction	166	109. gerund	315	154. nominative	2
20. anterior	7	65. conjunctive	80	110. glide	2	155. non-restrictive	1
21. anticipatory	2	66. connective	1	111. governing	7	156. noun	1188
22. apocope	3	67. content	1	112. grammar	142	157. number	224
23. apocopated	10	68. consonant	297	113. grammatically	1	158. numeral	66
24. apocopation	22	69. consonanted	3	114. hyphen	4	159. object	932
25. apocope	2	70. consontal	9	115. idiom	68	160. objective	1
26. apposition	16	71. construction	34	116. idiomatic	66	161. open	20
27. apostrophe	2	72. contraction	31	117. imperative	623	162. ordinal	72
28. article	582	73. coordinating	5	118. imperfect	603	163. orthographic	54
29. articulation	3	74. correlatives	14	119. impersonal	277	164. orthographical	26
30. aspirated	1	75. dagger	1	120. impersonally	35	165. orthographically	3
31. asterisk	2	76. dash	64	121. inceptive	7	166. paradigm	1
32. attributive	5	77. dative	29	122. indefinite	230	167. paragraph	21
33. augmentation	5	78. declarative	4	123. independent	6	168. paraphrase	38
34. augmentative	27	79. defective	4	124. indicative	1299	169. parenthesis	17
35. auxiliary	124	80. definite	356	125. indirect	295	170. participial	2
36. brackets	3	81. definition	5	126. inflect	4	171. participle	777
37. breath-group	12	82. demonstrative	213	127. inflection	24	172. partitive	4
38. capital	25	83. dependent	209	128. infinitive	825	173. parts	47
39. capitalization	14	84. derivative	1	129. initial	19	174. passive	135
40. capitalized	1	85. descriptive	118	130. interjection	13	175. past	1167
41. cardinal	74	86. dieresis	13	131. interrogation	6	176. perfect	553
42. case	58	87. diction	1	132. interrogative	191	177. period	5
43. causal	2	88. diminutive	75	133. intonation	1	178. periphrastic	4
44. clause	317	89. diphthong	135	134. intransitive	20	179. person	744
45. closed	19	90. diphthongal	2	135. intransitively	9	180. personal	216

181. personified	1	203. punctuation	32	225. subject	373	247. translation	37
182. phonetic	16	204. quantitative	1	226. subjunctive	1072	248. transitive	40
183. phrase	103	205. radical	217	227. subordinate	5	249. triphthong	37
184. pluperfect	117	206. radical-changing	44	228. subordinating	7	250. typeverb	1
185. plural	1400	207. reciprocal	6	229. substantive	122	251. unaccent	5
186. pluralization	2	208. redundant	11	230. suffix	25	252. unaccented	15
187. positive	35	209. reflexive	429	231. suffixed	1	253. unemphatic	1
188. possessive	318	210. regular	331	232. superlative	121	254. uninflected	70
189. potential	40	211. relative	158	233. suspension	1	255. unmodified	14
190. predicate	124	212. root	9	234. syllable	282	256. unstressed	22
191. prefix	13	213. second	292	235. syllabic	6	257. variable	1
192. preposition	329	214. semicolon	3	236. syllabication	19	258. verb	2513
193. prepositional	89	215. semi-consonant	3	237. syllabification	11	259. verbal	30
194. present	1582	216. sentence	1087	238. symbol	11	260. vocabulary	113
195. preterit	739	217. sequence	9	239. synopsis	47	261. vocalic	2
196. principal	5	218. sign	8	240. tense	949	262. voice	94
197. probability	13	219. simple	57	241. terminal	23	263. voiced	24
198. progressive	119	220. singular	1128	242. terminates	2	264. voiceless	16
199. pronominal	3	221. stem	213	243. third	421	265. vowel	623
200. pronoun	1531	222. stress	186	244. time	40	266. weak	25
201. proper	6	223. stressed	42	245. translate	204		
202. proverb	37	224. strong	30	246. translated	5		

## LANGUAGE INSTRUCTORS AS HONOR SOCIETY SPONSORS

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**W**ITHIN the last few decades, a conception of the human value of scholarship has become popular—a conception that values grades only as they represent definite achievements, new points of view, and appreciations. It is generally recognized that subject matter makes genuine contributions to personality only if the student is doing a reasonably superior type of work and feels a certain self-confidence in the activity. With this point of view in mind, the honor students, who are doing superior work in many fields, must be finding satisfactions in college life which will have more or less lasting values. If this group of students is sufficiently human in its interests, it can have a very important influence, then, towards finer work among those not so gifted.

If the honor students do not influence the student-body in an effective way, it is usually because too many of them have become bookish and machine-like in their learning. The "average student" sums up his criticism of them in such terse phrases as "point hounds" or "highbrows." In our democratic country where so little is done for superior individuals in the public schools, it seems a shame that more is not done to correct the more serious defects of this group. Some of their fine enthusiasms for intellectual activity might penetrate to the rest of the student body, if honor students came to regard learning as an experience in living, not a mere fact-finding pro-

cess.

How are language instructors to contribute to this puzzling situation? First, I think, by example. If each teacher shows to the students a personality rich in interests, curious of many things, tolerant of judgments, and still possessed of enough youth to like exploring in life situations as well as in books—that kind of personality he can make contagious among college students, still pretty much in the hero-worshipping stage.

Aside from direct personal contacts, language teachers, of course, can and do influence honor students and other members of their classes by the manner in which the subject is presented. Language, as a revelation of the psychology and points of view of foreign peoples, and literature, as an adventure in living imaginatively their varied activities and sentiments and aspirations, gives us unusual opportunities for stressing human values. Even in elementary courses such teaching is possible, since it all depends on whether we wish to emphasize the formal or the vital meaning of words and processes. The "bread and butter" aspect of a subject is a powerful stimulus to study, of course, but college students scarcely need to have that stressed. What they need is the conception that all subjects can make definite contributions to their personalities and that many of them can be tremendously vital to them after college days, simply in giving them keener and more delicate en-

joyments of beauty and more comprehending attitudes towards people and life in general. In teaching literature, especially, the language teacher may interest many types of students, if he presents it as a slice of foreign life with its richly varied social, artistic, and political aspects, all colored by philosophical viewpoints very different from that of our own country. In literature so taught, students will find new incentives for work in social science, and even the most literary of them will cease to regard literature as "art for art's sake," but as a portrayal of life. The social science student or psychology "major" will read literature with a new zest, on the other hand, because he will see in it the very problems he has been studying scientifically, presented from the point of view of the artist. The science "major," as we see him among our honor students, is frequently very "serious" in his pursuit of narrowly scientific knowledge, to the exclusion of anything else. His language work, if taught with sufficient stress on the scientific attitude in observing and analyzing character and situations, may open literature to him as a particularly rich field for research and investigation and, in time, a joy in its artistic value may come. The penetrating analysis of character of a Maupassant, with his detailed, almost photographically accurate, descriptions, his uncanny precision in choosing words, and his convincing presentation of "the facts"—all these, I find, have definite appeal for science students. Once these students tackle literature from the point of view of careful analysis of ideas and characters they stand a good chance of finding it vital to them in their life out of college.

There is a last type of honor student I wish to discuss—the "intellectual" snob, who considers life and the average human being with a somewhat world-weary and distracted attention. Pascal has a rather pungent remark that might startle him out of his complacency: "... *A mesure qu'on a plus d'esprit, on trouve qu'il y a plus d'hommes originaux. Les gens du commun ne trouvent pas de différence entre les hommes.*"

Literature commonly abounds in quaint but richly human characters of the lower classes who, to an unobservant or unsympathetic soul, would be drearily commonplace. If such characters find their proper place in class-room discussions, the "snob" student may one day wake up to the fact

that life and people are interesting in proportion as one is an artist. If the instructor can enlist his sentiments as well as his intelligence in the study of human nature, the "snob" is bound to cease to be *blasé*.

Both by example and method of teaching, then, language teachers may contribute to the development of proper attitudes among the honor students. Most of us have been forced constantly to analyze, contrast, and appreciate points of view other than our own to an extent rare in the study of other subjects. If we have not succeeded in developing the capacity for impersonal judgment, it would seem to be our own fault. Then, life for us as language teachers is a thing of many rich associations, since we are familiar with many aspects of it in at least two literatures. We can not enjoy more than superficially the literature we teach without knowledge of social science, politics, and psychology, together with the more important practical implications of philosophy. And we find science and art both mingled in our study of words and sentence structure. So, the language teacher can not ignore any of the more important aspects of human knowledge, as each subject contributes its particularly useful perspective for understanding life as a whole. If we, as a group of language people, can use this personal experience with many subjects to help the honor student to imagine all life as an "exploration" in which everything counts and nothing lacks human value, we will have given him the most vital contribution possible for his present and future happiness. This ideal of immense curiosity to know, coupled with the capacity to analyze and appreciate, should make our honor students people whom the rest of the student body will want to know and imitate, because as individuals they are so alive to the fine and the beautiful. Voltaire somewhere sums up this ideal student attitude in these words: "*Il faut donner à son âme toutes les formes possibles. C'est un feu que Dieu nous a confié, nous devons le nourrir de ce que nous trouvons de plus précieux. Il faut faire entrer dans notre être tous les modes imaginables, ouvrir toutes les portes de son âme à toutes les sciences et à tous les sentiments; pourvu que cela n'entre pas pêle-mêle, il y a place pour tout le monde.*"

(Discussion by Miss Fox, Instructor of French, before the Modern Language Section of the Junior College Conference at San Bernardino, Saturday, April 5, 1930.)



## QUARTERLY FRENCH BOOKLETTER

WM. LEONARD SCHWARTZ, *Stanford University*

FOR us, the book of the quarter is unquestionably Mrs. Florence M. Baker's *The Teaching of French* (Houghton Mifflin Co., Riverside Textbooks in Education, \$2.00). It is the first handbook devoted exclusively to the teaching of this language and one of the few treatises on language study which is in no sense a special method. Mrs. Baker renders valuable service by analyzing the teaching of French in its various branches,—such skills as learning grammar or pronunciation, aural comprehension, speaking, written composition, translation, silent reading and dictation,—such content work as vocabulary, idioms, cultural material and literature study, discussing everywhere techniques for training pupils and for learning whether these subjects have been mastered. Three points given special stress are motivation (especially in the assignment of home work and new lessons), charts, which others might call outlines, to digest the rules of the language, and the construction of informal tests of great variety, to insure that classes master what has been taught. *The Teaching of French* is based upon the work of the Modern Foreign Language Study to be sure, but makes due allowance for the fact that the recommendations of the Study cannot always be followed out, and that certain of its findings require correction as the author illustrates in her own minimum active vocabulary of 400 "Frenchy" French words to be learned in the first year. Chapter X, "Teaching Younger Children" and Chapter XI, "Educational Progress" (illustrated by the project and similar methods of instruction), round out this manual. On and its verb: *Edmond est dans sa chambre*; p. 104, I object to linking the noun subject on p. 223, Claudel is *ambassadeur de France*, not *ambassadeur français*.

*Le Jardin des Lettres*, a periodical book-list with criticisms of writers and books, as well as special selections among the best sellers, will be mailed to you free on application to Service Central de Librairie, 15, boulevard de la Madeleine, Paris.

*Destin du Théâtre* (n. r. f., 12 francs) presents Jean-Richard Bloch's reflections upon the relations of the stage and society. Whenever society has the fever or is in a state of revolution, lasting literature can

scarcely be produced. With drama, the situation is more complex, actors need to reflect society, and society since the war even furnishes changing audiences. Bloch is not pessimistic, however. He points back to the sterility of the active French stage between 1789 to 1830 (*Hernani*), analyzes the social consequences of the Dreyfus case, but believes that the drama will surely capture the talking-film or even escape with the wireless from playhouse walls.

Last season was dominated by Jules Romains when the Odéon put on his *Boen*, the *Atelier*, *Musse*, ou *Pécolé de l'hypocrisie* (a revision of *Jean le Maufranc*) and the Théâtre Pigalle staged the 16 tableaux of *Donogoo-Tonka*. The life and works of Louis Farigoule are reviewed now in Madeleine Israel's *Jules Romains, sa vie son œuvre* (Kra, 15 frs.), written by a well-informed admirer, and received too late for further notice.

That Romains was never fully identified with the writers who founded the co-operative group of printers, established in 1906 as *l'Abbaye de Créteil*, is also clear from the records given by Christian Sénéchal in his book bearing the above name (André Delpeuch, 20 francs). The origins and failure of this enterprise which was the young dream of Vildrac, Arcos, Barzun, Duhamel and others, makes a wonderful story of friendship. Indeed, the problems and meaning of such friendship have preoccupied from those days several of the ex-Abbés, and furnish the theme for Charles Vildrac's play that brought him lately to the Comédie-Française, *La Brouille* (Émile-Paul, 12 frs.). It must have been a delight to act this play which will suit any audience, though reaching no dramatic tension at any time.

Plays received from American publishers include A. G. Fite's *Four Contemporary One-Act Plays* (Heath) which presents Henri Duvernois' successful *Dame de bronze et le Monsieur de cristal* in company with Zamacois' *Un Arriviste*, Renard's *Poil de carotte* and Courteline's *La Paix chez soi*, not too difficult to be acted. The Century Company issues Borgerhoff's *Nineteenth Century French Plays* (790 pp. usually in double column, \$5.00) which belongs in any school library for the sake of the 19 plays which it contains, ranging from

Pixerécourt's *Cœlina ou l'enfant du mystère* (1800) to *Cyrano de Bergerac*, including even Balzac's *Mercadet* and *La Dame aux camélias*.

Five new little biographies of books in E. Malfère's series, *Les Grands Événements littéraires*, appear this quarter by distinguished scholars: Henry Lyonnet, *La Dame aux camélias* (who never bore this name in her lifetime); Joseph Vianey, *Les Regrets de Du Bellay*; Eugène Lasserre, *Manon Lescaut*; A. Augustin-Thierry, *Les Liaisons dangereuses* and René Dumesnil, *la Publication d'En Route de J. K. Huysmans*. Nine francs, 150 pages each. I also note the publication, by Gustave Cohen, of *Chrétien de Troyes et son œuvre* (Boivin, 60 fr., 516 pp.).

Paul Van Tieghem's *Outline of the Literary History of Europe since the Renaissance* (Century Co., \$2.50) is a chronicle of international literary phenomena of immense value, clarifying our understanding of the development of modern literature. The present work is an enlargement of a *Précis* published in France in 1925, in which titles now appear in the original form (for the romance and germanic languages), and treats of nearly 900 writers, omitting only Turkey and the Americas.

Pierre Mille's *Le Roman français* (Firmen-Didot, 15 fr.) appeared in translation before its publication in France. The book was criticized severely in this country, because it does not purport to be a systematic survey; but since it is a sheaf of impartial and highly intelligent notes on French fiction, *Le Roman français* has met with great favor in France. In fact it is the only book on the subject that covers the field from the beginning to our times.

Two books on French ways of thought that are being much read are Paul Poirer's memoirs, *En habillant l'époque* (Grasset, 18 fr.) and André Siegfried's *Tableau des partis en France* (Grasset, 15 fr.). The former, having lost much money and the control of the house that bore his name, retells the triumphs of his past in a narrative that even came out as an *Examiner* serial. Siegfried's book would go speedily out of date were it not for his subtle analysis of French political thought—the eternal parliamentary defense of what is small—small farmers, small capitalists, *petits bourgeois*, and the prestige of the parties of the Left which stand as the heirs of revolutionary

republicanism. André Thérive's *Noir et Or* (Grasset, 15 fr.) is a remarkable series of war stories, evoking memories of the front on average days as they appear in retrospect to soldiers who did not feel the graver responsibilities of commanding.

For the teacher, here are three pamphlets written for the special benefit of foreign students in French universities: the late Joseph Anglade's *Notes sur l'emploi de l'article en français* (Didier, 7 fr 50) were first worked up for a group of Russian students whose language has no article at all. *Le Genre des substantifs en français* (Didier, 5 fr.), by Hubert Pernot, tries to teach how gender may be recognized—usually by final endings, a complete list being furnished, with exceptions—a booklet to read and reread. "*On se tromperait en croyant que les Français n'hésitent jamais sur le genre des noms*" (p. 56). Gustave Michaut publishes the syllabus of a part of his Sorbonne *Cours de civilisation française, Notes pour l'étude de la littérature française au XIX<sup>e</sup> siècle* (Crovill-Morant, 6 fr. 50), that is to say, the pre-romantic period to the Great War. Something quite unique is the little *Selections of French Handwriting, Exercises for the use of Students*, compiled by E. L. Litton (London, Gee and Co. 2/-). Here are 33 texts arranged in order of difficulty to be deciphered by the student, assisted by a few judicious notes. In some British examinations, the transcription and translation of facsimiles is required, as in the higher civil service examinations. Félix Boillot's *Psychologie de la Construction dans la phrase française moderne* (Presses universitaires, 50 fr.) is a special study, very illuminating, of word-order.

Evans Brothers, Limited, Montague House, Russell Square, London, are the publishers of a weekly for English students called *La France* (specimen copy on request). Teachers of children will enjoy some of the reprinted serials of this magazine, such as Jaboune's *Les Juncaux Pois au collège*, 8 pence, or *Frimousset au collège et en vacances*, one shilling, with vocabularies and illustrations.

From the Princeton Press comes *An Anthology of XVIIIth Century French Literature* "illustrating the history of liberal thought", with an introduction by Ira O. Wade, \$3.50. Roehm and Liebert's *Simple French from Great Writers* (Johnson Pub-

lishing Co. \$1.24) also belongs in the school library. Stendhal's *Le Rouge et le Noir*, introduction by Paul Hazard, is the latest issue in Scribner's Modern Students Library, one dollar. The activity of the Century Co. brings out for Galland and Cros *Nineteenth Century French Prose*, 543 pp. \$2.50; Miller's edition of Flaubert's *Trois Contes*; Atwood's selections from Perrochon's *Livre des quatre saisons* and Guyer's abridgment of Gautier's *Capitaine Fracasse*. Heath publishes comprehensive verb and idiom exercises.—*French Verb and Idiom Achievement Tests* by Mitchell and Puffer. Their new catalogue announces many novelties. Holt's new texts are the prettiest—Colbert Searles' very careful edition of *Fables of La Fontaine*, Mason's *Pêcheur d'Islande* with O. T. Robert's assimilation exercises, and Carrel's (illustrated) *Perrochon*.

Lastly, *Proust, par Pierre Abraham* (Rieder, cloth, 25 francs). The sixty pages of plates which enrich this small book were collected with the help of Dr. Robert Proust and serve to illustrate *A la Recherche du temps perdu*, keeping up Proust's fictions by using the familiar names Combray, Balbec, Odette, etc., without furnishing a vul-

gar key to commonplace realities. Many plates explain, by the reproduction of mss. and proofs, the author's slow elaboration of his text. Apt quotations from the novel itself serve to relate the portraits and landscapes to Proust's work which takes on clearer form for us, thanks to this documentation provided by Abraham. In the study of Proust which accompanies these pictures, his writings are compared to a musical score which cannot be read by all but which charms those capable of discovering its sonorities. This book is not a biography, only a fine analysis of Proust's weaknesses and of his creative art which places him, in the great current of French letters, as a man whose novel is in reality a private journal—the fruit of a hypertrophied memory, or a reference dictionary with answers to our psychological problems. Proust, with his confessions and his preoccupation with death and time, is thus akin to Montaigne and Rousseau. Similar volumes have also appeared on *Benjamin Constant* (whose centenary came last year) and on *Charles Baudelaire*, signed by Philippe Soupault—a reformed dadaist criticising the first of the "modern" poets.

## QUARTERLY GERMAN BOOK-LETTER

EDMUND K. HELLER, *University of California*

FOR the conscientious reviewer of modern German novels it is by no means an easy task to segregate outstanding works from the great mass of mediocre products. The American art of advertising has been emulated by German publishers to such a degree that the fame of many an author has been unduly enhanced. And yet there are worthwhile poets who deserve to be better known. One of them is Friedrich von Gagern, who may be called an outstanding representative of modern *Heimatkunst*. Of his novels I read recently *Ein Volk* (Leipzig. Staackmann, 1925. 600 pp.), and *Die Strasse* (ib. 1930. 584 pp.). Both stories keep the reader in breathless suspense; they take us to a remote part of the former Austrian Empire, Croatia, with its heterogeneous inhabitants whom we learn to love in spite of all their shortcomings and wild passions. To give an idea of the author's art I quote a passage from *Die Strasse* (p. 268) where he expresses the intoxicating joy that fills

the passionate hunter when he stalks a deer:

*Wenn so das Wild heranzog, wenn es näher knisterte in der trockenen Streu, immer näher; wenn endlich die Tiergestalt sich aus braunem Grunde löste, das graue Haupt, die knorrige schwarze Krone; wenn die Spannung mit jedem Atemzuge stieg, die Fibern zu schlagen anhuben, das Herz betäubend laut bis in die Kehle, in die Ohren, bis in die Mündung der Flinte hinaus hämmerte: —nichts fast auf Erden liess diesem Rauschgenuss sich vergleichen, nichts auf Erden war an Wohlgefühl ebenbürtig diesem Kitzel, diesem Stachel, nichts ersetzte diesen verwirrenden Reiz, diese Erlösung, diese Stille—*

It would be difficult to find anything similar in modern German prose outside the works of Hermann Löns.

In my last Book-Letter I tried to make it clear that it is almost impossible to gain a real understanding of post-war Germany from contemporaneous belletristic literature. There is, however, one new *Zeitroman* well worth reading: Hans Friedrich Blunck's *Volkswende, ein Roman dieser zwei Jahrzehnte, zugleich Versuch einer Chronik*.

(Bremen, Schünemann, 1930. 549 pp.). The Hanseatic author offers us here a more ambitious work than in *Weibsmühle* and *Land der Vulkane*. While the setting reminds the reader of the atmosphere of Thomas Mann's *Buddenbrooks*, the story rather runs parallel to *Volk ohne Raum*. Blunck is a sturdy, virile personality like Hans Grimm, and looks back with pride on a long line of ancestors who lived in the country close to the soil. In this masterful description of Hamburg conditions in particular and German conditions in general before, through and after the War, he has divided light and shade evenly; the book closes in an optimistic spirit and might bear the subtitle (p. 545): *Anstieg, Sturz und neue Erhebung*.

The lively interest which modern Germany takes in all books dealing with America is shown by the reception which two new novels on the Father of His Country have found over there. Walter Bloem in *Sohn seines Landes* (Leipzig. Koehler, 1928. 420 pp.) and in *Held seines Landes* (ib. 1929. 438 pp.) wrote a readable life story of the great American. For certain wrong perspectives he may hardly be held responsible, as he followed closely his main source, the three volumes of Rupert Hughes' "Life of Washington." Some amusing mistakes are caused by an imperfect knowledge of English. We find the expression ("Held," p. 24): *W. charterte die reichste Witwe* (instead of *kaperte*), and the translation *aufgehellte Pfade* for *blazed trails* ("Sohn," p. 17).

American students will, of course, be more interested in books where the author turns his vivid imagination to the history of his own country. To them I recommend his historical novel *Teutonen* (Leipzig. Koehler, 1927. 358 pp.) which presents the first entry of Germanic tribes into history with power and forcefulness that greatly surpass the corresponding parts of Gustav Freytag's *Ahnen*.

Another Germanic onrush against the Roman Empire is the subject of Werner Bergengruen's *Das Kaiserreich in Trümmern* (Leipzig. Koehler, 1927. 408 pp.) which deals with the period immediately preceding Felix Dahn's *Ein Kampf um Rom*, viz., from the death of Attila to the

assassination of Odovakar. Whereas, both Bloem and Bergengruen do not keep out of their stories modern psychological reactions which were probably unknown in olden times, they follow on the whole faithfully the course of historical events. There can be no doubt that a novelist is entitled to *dichterische Freiheit*, but this privilege certainly does not give him the right to distort historical characters and events beyond all bounds.

Such a case I found in Stefan Zweig's sketch *Die Entdeckung Eldorados*, which is a life story of our famous California pioneer J. A. Sutter. What shall we think of an author who, without trying to verify any of the outrageous statements of that second-rate French writer, Blaise Cendrars, calls a man known for his generosity towards immigrants *Bankerotteur, Dieb, Wechselfälcher*? What will our native sons say when they read of the following alleged doings of the builders of their state (p. 45):

*Auf die Nachricht von dem Urteil bricht ein Sturm in San Francisco und im ganzen Lande los. Zehntausende rotten sich zusammen, alle die bedrohten Eigentüme, der Mob der Strasse, das immer Plünderungsfrohe Gesindel,—sie stürmen den Justizpalast und brennen ihn nieder, sie suchen den Richter, um ihn zu lynchen, und sie machen sich auf, eine ungeheure Schar, um den ganzen Besitz Johann August Sutters zu plündern. Sein ältester Sohn erschießt sich, von den Banditen bedrängt, der zweite wird ermordet, der dritte flieht und ertrinkt auf der Heimkehr. Eine Feuerwoge fährt über Neu-Helvetien hin, Sutters Farmen werden niedergebrannt, seine Weinstöcke zertreten, sein Mobiliar, seine Sammlungen, sein Geld geraubt und mit erbarmungsloser Wut der ungeheure Besitz zur Wüstenei gemacht . . . .*

Stefan Zweig's Sutter story, together with four other stories (*Die Weltminute von Waterloo, die Marienbader Elegie, Heroischer Augenblick, der Kampf um den Südpol*), has been made available for the American student by F. Wittmer and Th. Geissendoerfer in *Sternstunden der Menschheit, Fünf historische Miniaturen*, edited with introduction, notes, German questions, and vocabulary (New York. Prentice-Hall, 1931. XIX and 162, text 87 pp.). These sketches will give the student a fair idea of the unusual descriptive art of the author, but the matter-of-fact questions in the appendix seem somewhat out of tune with his distinctive style.

A more extensive set of exercises which



have been excellently prepared accompanies a reprint of that immortal German romantic tale *Aus dem Leben eines Taugenichts* by Joseph Freiherr von Eichendorff, edited with foreword, biographical sketch of the author, vocabulary with notes, questions and exercises by W. Schaffrath (New York. Prentice-Hall, 1931. XIII and 223, text 107 pp.). I recommend this book especially for third year reading in high school.

Good exercises also are found in the school edition of two stories by Agnes Sapper, a German writer who deserves recognition beyond the boundaries of her own country. They are entitled *Frieder* and *Im Thüringer Wald*. The edition has been prepared by L. L. Stroebe and C. C. Cast (New York. Crofts, 1931. IX and 166, text 87 pp.). The editors point out that these stories, being unusually simple in style, may be understood and enjoyed by students at an early age. I am not so sure that for our sophisticated youth they may not be somewhat too old-fashioned and sentimental, although teachers who have visited Germany certainly will enjoy them.

The purpose of a new beginners' book by M. B. Evans and R. O. Roeseler is indicated by its title *College German* (New York. Crofts, 1931. XXIII and 221 pp.). I can hardly blame the authors if a thorough knowledge of the American college student convinced them that this type of elementary presentation of the rudiments of grammar would be best. Nevertheless, it seems to me that they underestimate the intelligence of students by devoting six of their fourteen chapters mainly to the declension of the noun. To my mind a college book should

really begin with the verb and make it clear from the beginning that without memorizing the main parts of strong verbs and acquiring a feeling for prefixes and word-formation a student will get nowhere in reading. The presentation of the verb in the seventh chapter of this new book is in my opinion inadequate, as the treatment of both strong and weak verbs in one chapter seems to be out of proportion to the preceding detailed treatment of the declension in six chapters. The vocabulary of chapter seven contains a number of strong verb forms which are not explained, and for a list of strong verbs the student has to turn to the back of the book. For college students who take up German I furthermore find a good deal of collateral reading desirable, but *College German* does not offer any references regarding books suitable for this purpose. Many who are accustomed to the traditional methods of language teaching do not realize that a thorough knowledge of German history, geography, psychology, institutions, etc., is just as necessary as the knowledge of grammar.

For this reason no school that teaches the language should fail to order a new inexpensive reference book which will fill a great need: *Der Volks-Brockhaus. Deutsches Sach- und Sprachwörterbuch für Schule und Haus* (Leipzig. Brockhaus, 1931. 8000 pp. 4000 illustrations. M. 7.80). This is an abbreviation of the famous German encyclopedia, prepared after the pattern of the well known "*Petit Larousse*." The coast distributor of the Brockhaus encyclopedias is Wm. Schrader, 2673 Beachwood Drive, Los Angeles.

## QUARTERLY ITALIAN BOOK-LETTER

H. H. VAUGHAN, *University of California*

**T**HOUSANDS of American tourists annually enter the Cathedral of Santa Maria del Fiore in Florence. They follow a guide who points out one thing of interest after another and carefully note the paintings and other works of art which have been honored with a star in the guide-book. But Florence is rich in art treasures and in order to receive the star in a volume where the Pitti and Uffizi galleries claim such attention, a work must be a masterpiece indeed. The guide himself has, in

most cases, learned all that he knows out of the manual which deals extensively with only the best-known works. For a moment he halts his party before a picture hanging on the north wall of the church, near the side-door, and says: "This is a picture of Dante, painted by Michelino in the fifteenth century." One sees a picture which is obviously not a masterpiece, depicting the Divine Poet as a gigantic figure, by the side of the walls of the city of Florence which is represented to our right. To our left of

Dante is the gate of Hell, in the background is a miniature representation of Purgatory and, above, the revolving heavens are indicated by arcs of concentric circles having their common center inside the earth and designated by the heavenly bodies with their corresponding astronomical signs.

Michelino's Dante is not a masterpiece nor was Michelino one of the great masters. In fact this is the *only* painting positively attributable to him. Nevertheless Professor Rudolph Altrocchi has pointed out in the January number of *SPECULUM* (the organ of the Mediaeval Academy of America, published at Cambridge, Mass.) that it is a work of more than ordinary interest and is quite worthy of close study. In it we see the history of Florence and its attitude towards its most illustrious exile. Professor Altrocchi says: "We know first of all that this was not the first picture to hang on the north wall of Santa Maria del Fiore, on this same spot. In fact, a picture ordered by one Frate Antonio of Arezzo, a Franciscan, was painted, we do not know by whom, and set in this place, probably between 1413 and 1430. In fact, Brother Antonio, 'frate minore,' was giving Dante readings in that church probably before 1428 and then again in 1432."

The first picture was, we are told, probably painted on canvas stretched on wood and represented Dante standing erect in a street in Florence, and above him Brunelleschi's dome, not yet crowned with its lantern. At a gate of the city stood an old man, facing outward with a scroll upon which were the following lines:

La Mano

Onorate l'altissimo Poeta

Che nostro è, e tienlosi Ravenna  
Perche di lui non è chi n'abbia pietà.

Dante

Se l'alto posse, che dispone il tutto,  
Firenza, volse, che ti fossi luce,  
Perchè la tua grazia in ver di me non luce,  
Che del tuo ventre so' maturo frutto?

Il Vecchio

O lasso vecchio, omè! quanto ho cupito  
La tua virtù sì alta esser famata.  
Per degno segno nel fiorentino sito!  
Ma or da' cieli veggo nunziata  
Mia giusta voglia in cielo redimito,  
Ch' ancora in marmo la farà traslata.

Bartolommeo Ceffoni, who first mentioned these verses and the original picture,

added that Frate Antonio had the picture placed there in order to impress it upon the minds of the Florentines that it was their duty to bring Dante's remains from Ravenna and to give them a place of honor in a worthy location.

Michelino's picture was painted in 1465. We have as testimony the contract for the painting dated January 30 of that year and the record of the payment of Lire 155 for the finished picture on June 19. The year 1465 marked the second centenary of Dante's birth and the hanging of the picture was probably a feature of the celebration of this anniversary by the Florentines. On two or more occasions since it was first hung it has been touched up. The most disfiguring of the alterations made in it were the work of Marini who, about 1840, under orders from the Austrian authorities, then in possession of Tuscany, changed the red, white, and green, the traditional colors of Dante's garb, to red, white, and blue. Thus the Italian tricolor was removed from the picture.

Professor Altrocchi discusses fully the history of the painting and the conception of the artist. He tells us what details were traditional or historical and what were the invention of the painter. The article is most interesting and illuminating.

The Century Company offers us a new text. It is Salvatore Farina's *Il Signor Io*, edited by Professor W. O. Farnsworth of Northwestern University. *Il Signor Io*, while not a great novel, is most entertaining and makes very good reading. At times the style may seem a little stilted, at times the story may lag, but in a novel written in the first person and in which the joke is on the narrator these stylistic defects only serve to heighten the humor. There are a few misprints, but not many. The perfect book has never yet appeared. The notes are perhaps not sufficiently copious for the most elementary classes, but this text could be read at the end of the first year or during the second year of training in Italian. In difficulty it compares with Manzoni's *Promessi Sposi*.

The writer of this letter published a full review of the text-book edition of Niccodemi's *Scampolo* (edited by Elsie Schobinger and Ethel Preston and published by the University of Chicago Press) in the March number of *ITALICA* (Bulletin of the American Association of Teachers of Ital-

ian). This play, while at times it is a little coarse in its phraseology, is written in good conversational Italian and may be chosen as a text for certain classes for that reason. In fact, we have few edited texts in such colloquial language. Niccodemi at least portrayed on the stage characters who converse naturally and are seemingly oblivious of the audience and the impression they desire to make upon it.

In the same (March) number of *ITALICA* there also appears a review of Professor D. Vittorini's *The Modern Italian Novel* by Professor G. L. Doty of the University of Southern California. Professor Vittorini's book was published by the University of Pennsylvania Press and may be used as a handbook of the plots of modern Italian novels. Professor Doty seems to feel that this feature has been overemphasized, that too many unimportant novelists have been considered and not enough critical spirit shown. He says: "It is true that Guido da Verona's books have an immense sale, but, as Professor Vittorini admits, that is

no criterion for judging literature." On the other hand, Professor Vittorini would have laid himself open to much adverse criticism if, judging by his own standards, he had failed to dwell upon some of the "best sellers." I would be inclined to agree with Professor Doty that many of the most popular books in Italian, as well as other literatures, are mere trash, but, if the public at large disagrees with me, I must also take seriously the opinion expressed by the great mass of readers. Literary criticism is twofold in its aim. From the point of view of "art for art's sake" we must sift out the grain from the chaff. If we succeed in doing this well we have accomplished the immediate object of our efforts. But there is another service which it may render us. By examining the "best sellers" of any time and making careful note of their style and content we may arrive at a fair estimate of social and moral conditions at that time and a series of such books as Vittorini's running through the whole range of Italian literature would be invaluable.

### QUARTERLY SPANISH BOOK-LETTER

S. L. MILLARD ROSENBERG, *University of California at Los Angeles*

**D**OES not the usual Spanish dictionary drive you to—use a few words not found in it? Well, here those words are, in the delightful *Spanische Umgangs-sprache* by Dr. Werner Beinhauer, along with all the other classifications of Spanish *talk*. To cuss the aridity of barren, denatured vocabularies, you will find swear-words to satisfy the extremest rage, also poetical turns of speech for the most delicate sentiments. And don't be alarmed by the title: one doesn't need to know German to get—may I say it?—a "kick" out of this book, merely by reading the italicized Spanish. But if you do know German your pleasure will of course be greatly enhanced. Take, for example, the fourth chapter, headed *Sparsamkeit und Bequemlichkeit*, a learned yet altogether fascinating study of the famous Spanish frugality of phrase, of the ellipses and syncopes in the characteristic use of its argot and of the *apodo*, of the syntactic particularities according to the principles of *moindre effort*, and of the popular expletives—a treatise, in fact, of all the distinguishing traits of this economy of words in Spanish daily intercourse—ad-

mirably illustrated with *frases y diálogos* picked up in the street, with quotations from novels, and extracts rich in *chistes* from the comedies of Muñoz Seca, Benavente and the brothers Quintero.

It is all so very illuminative, too, of the Spaniard's astonishing cleverness of letting proverbs do it. My eye happens to fall on *ojo del amo* on page 211 of the introductory text to this same fourth chapter where the familiar locution occurs with all its variants, together with its sisters and cousins—halves of related proverbs, vague gestures toward meanings, lazy sketches of phrases, and what not. "Pero se debe atender a todo: a gozar de la vida y a cuidar de la viña, Nicolás. El ojo del amo . . ." Nicolás is supposed to supply the ". . ." and no doubt he does so with ease. For our benefit, however, Dr. Beinhauer, in a parenthesis, supplies it, and, pieced together, we read: "El ojo del amo engorda al caballo." Again, "Mira, Sancho, lo que hablas, porque 'tantas veces va el cantarillo a la fuente' . . . y no te digo más." *No le dice más* because Sancho mechanically says to himself, "hasta que al fin se rompe." What a swarm of

such occultisms in Spanish! "Mal de muchos (consuelo de tontos)"; "A palabras necias (oidos sordos)"; "El gato escaldado (huye del agua fria)"; and so on. English (the same as German) has the scalded cat in the form of "A burnt child . . ."; but just make a list of such phrases in English and see how comparatively brief it is.

And then Dr. Beinhauer goes on to other truncations and ellipses. Having finished that subject, he takes up, for instance, interjections, and, not being afraid of Dr. Bowdler, the author gathers into this chapter curses that would have delighted the late Mr. Comstock—they would have given him such complete justification for suppressing the book. Europe is more lenient, and all is fish that comes to Dr. Beinhauer's net. Then there are chapters on americanisms, gallicisms, slang, humor, parody, pessimism, euphony, euphemy, student jargon, thieves' cant, hokum patter, poetic phrases, and, in short, every kind of talkativeness, noted through many years of patient, joyous study. Grammatical peculiarities are considered, and even here is savory illustration, such as "A Creíque y a Penséque los ahorcaron en Madrid," in the discussion of the pretérito perfecto.

As Dr. Beinhauer makes plain in his *Vorwort und Einleitung*, the book deals with the language of the man in the street, with the *Eigenarten des spanischen Volkscharakters*, with the *natürliche spontane Rede der Konversation*, as distinguished from the consciously formed *Literatursprache*, or *Schriftsprache des Alltags*. Therefore, even bowdlerized, this book ought to be put into English, for the sake of the sincere student of Spanish character as well as for the joy of those that delight in *le mot juste*. Dr. Beinhauer is a Lektor at the University of Cologne. His *Spanische Umgangssprache* was published last year by the Dümmler Verlag in Berlin; for it he claims a special value to any student of the theory of language, language in general, as well as to the practical learner of Spanish. He almost promises another book, on such aids to speech as tone and gesture, and verbal nuance; such a book, by so conscientious a scholar, will be most welcome.

There is a voice in Mexico to which, whenever the modesty of Don Ezequiel A. Chávez allows it to be heard, it is well to attend. There is a latent poet in this teacher

and psychologist, philosopher and academician; his eloquence was apparent even in so severe a work as his *Ensayo de Psicología de la Adolescencia*, which I reviewed in these pages last October, and it is striking in the two addresses now at hand, each of which should be read by those interested in Mexican scholarship.

One of these is the usual responding address in honor of the eminent poet, Don Balbino Dávalos, at his formal reception last July by the Academia Mexicana, printed with the address of the honored member in a pamphlet entitled *Discursos leídos ante la Academia Mexicana en la sesión solemne con motivo de la recepción pública del señor Don Balbino Dávalos*. I hope to speak at another time of the important contribution to classic prosody made on this occasion by Dr. Dávalos, but shall now confine myself to illustrating with a quotation the grace with which Dr. Chávez presents whatever subject is in hand. Directly addressing his fellow academicians, whose extensive travels are first reviewed, he continues:

A todas partes os acompañaron los poetas de todos los tiempos; en todas repetisteis sus versos, de los que tantos sabéis de memoria, ya que se encuentren en la clara lengua castellana, o que palpitan en la portuguesa, en la que tan a menudo se oye el choque de las olas en las playas, y su largo paso, cargado de recuerdos. No importa, para vos, que vuelen en los rápidos esdrújulos ingleses, que como flámulas y grímpolas flamean sobre sus empavesadas y fuertes naves por encima de todos los mares, ni que se dilaten y expandan en los largos vocablos teutónicos de gigantesca música que preludia los inmensos temas melódicos de Wagner, o se ordenen en la lógica formación francesa, de rápido y rítmico andar sonoro. Si aéreos cantan en las prodigiosas palabras latinas, donde están escondidos los gérmenes de todas las futuras floraciones; si ricos y sonoros se enojan en las voces helénicas, que arrastran en torno de los pueblos las olas deslumbrantes de su río circular e infinito como el viejo Océano que circuye y abraza en su seno a los países todos; si cantan con la rara combinación de sus innumerables palabras concretas y de sus incontables voces abstractos en el italiano, la más florida de todas las lenguas—todos tienen sentido y música para quien como vos los ama y como vos convive con ellos su milagrosa vida.

It is evident from this passage that Dr. Chávez is one of the most sensitive of those for whom "todos tienen sentido y música."

The other pamphlet contains the address read at his own *recepción solemne* as an *académico de número*, which took place on November 28, 1930; it is entitled "La enseñanza de la lengua castellana," a paper de-



serving the attention of instructors in any modern language. After describing the remarkable diversity of pronunciations within whatever language, and specifically within Mexican Spanish, Dr. Chávez examines the usually accepted causes of divergence and adds:

Problemas innumerables, que sin duda se complican con los de las numerosas razas y los de las familias lingüísticas que en nuestro continente han vivido o perduran, y que ponen en la boca de los indios de aquí, como en la de los de allá, en cada parte de nuestro país, rememoraciones de cosas idas, inciertas añoranzas, que no entienden ya más que los pocos hombres que, con verdadero sentimiento de la historia, se asoman a los balcones de lo pasado y saben recibir de los siglos pretéritos el largo viento misterioso cargado de sollozos y suspiros que da frescura insólita al alma capaz de sentirlo, y que la generalidad de las gentes ni sospecha que exista.

Turning from this retrospect, the paper addresses itself directly to the more immediate and urgent question: "¿Cómo convendrá mejor enseñar *las palabras* de una lengua? ¿Cómo las de la lengua castellana?" Even to summarize the entire response would require space not at my disposal, but here are some of its points. First, the instruction should not be abstract, the approach is not through dictionaries and grammars, but through the concrete relations of words as living things, grouped in families of meanings, with genealogies as old as man. "¡Qué riqueza! ¡Qué esplendor! ¡Y qué inmensa dificultad! . . . Ciencia tanta ¿habrá nunca maestro ninguno que la tenga?"

But the instruction, reduced to its minimum, and centered about the adolescent pupil, is not so much a matter of distance traveled as of direction taken. If the method is right, any progress will be net. The teacher must, indeed, have a long enough perspective to use a sound method, and hence must know enough Latin and Greek to obtain it; in Mexico he must also know something of the Nahuatl. He must, furthermore, learn a little more, every day, about his subject, inching along toward a goal none may hope to reach but keeping well ahead of what he expects to teach.

The life of words, their behavior toward others, their wonderful histories and present functions, form an entrancing study which, if the identity of words with human life is never for a moment lost sight of, always proves to adolescent pupils a stimulus of very great value, so closely related is it to every vivid interest in their own lives.

Dr. Chávez then gives a specific example of the teaching he advocates. The instructor is supposed to have a class perplexed by a word in the text before them: "scandidas". He explains it as now "escandidas," from Sanskrit "skand," i. e. *subir, andar, marchar, ir*; then he invites the class to follow a little way, "nada más que un poco," the fortunes and misfortunes of "skand" through the ages, its marvellous alliances, its suffixes, affixes, meanings; its losses of good repute and winning of new honors—in short, its exact reproduction of a man's own vicissitudes. Without knowing them as such, at first, the class ere long has learned—painlessly!—the conjugations of *scando* and *scendo*, their phonetic relationship, diverging meanings, compounds, adjectives, nouns . . . The swarm of them goes on for three pages, accompanied by the teacher commenting, explaining. A bore? Not a bit of it! Try it on your pupils and see how such terms as frequentative, continuative, personal agent, declension, are slipped into gear without the least jolt.

And it all has seven chief aims: good taste in speech, reading, and writing, good habits of thought, a widened outlook, attraction to the best literature, and "7"—Que hasta donde cada uno de los educandos alcance, acabe por sorprender *el hechizo y la magia* que en contados momentos de verdadera inspiración—juntos el ritmo de las voces combinadas, y la peculiar melodía de éstas, y la inmaterial ensoñación de los pensamientos que expresan, y las añoranzas que de los tiempos idos traen—desatan de repente las cadenas que a lo vulgar e inno- ble nos tienen amarrados, y permiten que el alma, saeta voladera, gozosa se dispare al Más Allá."

These are not the words of an eccentric dreamer but of a psychologist of high repute; the entire discourse should be read to appreciate their authority and their beauty.

Teachers of Spanish are always hoping to survive until the ideal first-year book is published, and it may be that Professor Coester's *A Year of Spanish* (Ginn and Company) is it, though I have always dreamed of a perfect set of two or of three small books, each a little more advanced than the one before it. The author of this comprehensive volume has however included what many, perhaps most, teachers prefer: a single first-year manual meant to fill every

demand, e. g., analysis of pronunciation and orthography, grammar, reading, translation, composition, review questions and exercises. Professor Coester has displayed much ingenuity in keeping all these pots boiling together, and I have no certainty that a more limited treatment would be better. The frequent and thorough reviews are excellent, beyond cavil, and this is a feature kept well to the front; the reviews are in two series: from lesson to lesson in five or six forms, and from group to group of five short lessons. The exercises are likewise constantly applied in six ways, so as to clinch the lessons concerned: exercises in pronunciation, conjugation, translation from and to Spanish, oral responses to questions, and, finally, the novel and attractive device of giving the initial letters of a few prepared answers. Maps and illustrations, good ones, are also included.

Upon testing the apparatus by the text, the book will be found very conscientious and able in detail as well as bountiful in suggested ways of teaching, thus making it both reliable and elastic. There are many good ways of teaching first-year Spanish, and where they are all presented the teacher can set his own course, with expert aid along that course; he can conduct the whole instruction in Spanish, or not; can have much reading or much composition, or much oral drill, all carefully adapted to the lesson concerned. In brief, the book is composed by a *práctico* who knows all the sandbars and all the channels.

Every teacher will of course have his fling at this book, but the wise ones will wait till they have looked it over at least, and the wisest will use it fairly and hopefully in their classes until they know for a certainty whether it is a good book for further use before they condemn it for not possessing some feature they insist on; in all likelihood it does possess that very feature, for, as I have said, it constantly keeps all the methods in view.

My own criticism, as I began by saying, is that the book errs, if it does err, on the side of excess. For one thing, I wonder if a vocabulary of over two thousand words, though far from being as full as one sometimes encounters, is not twice too large. It is difficult, of course, to keep a vocabulary down to, say, one thousand words, but would it not be well to try? There are two or three available lists of a thousand most-

used words, very carefully prepared, and such a list might well be the limit of a first-year book, the words being used over and over and thus firmly impressed on the learner, besides releasing a good deal of his energy for practice on ways of using them.

And another though minor criticism: in any first-year book, is it well to appall the student in the first dozen pages with a mass of information about pronunciation, especially if the phonetic peculiarities are presented in technical language? It is true that "open *e* occurs in a closed syllable except those closed by *m*, *n*, *s*, *d*, or *z*," but is this not rather sad news to the beginner? And when told that *j* represents a voiceless velar spirant, is he not likely to utter a voiced one as his only reaction? I am not sure, but it seems to me a pretty stiff dose for a starter, unless, as may well be, it is really intended as a section for reference at the choice of the teacher. In this particular as in the others, the book is elastic, and therefore my objection to a broadside of phonetics is rather far-fetched.

I trust that teachers of Spanish will find that *A Year of Spanish* is it; certainly we have all been waiting for it a long time, and I have little doubt that dozens of teachers, in despair, have sometimes resolved to write it themselves, and all over the land there are, perhaps, first chapters gathering dust in pigeonholes, and gathering nothing else. I may even write that first chapter myself some day; meantime I can admire any man who has written the last.

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Despite its remarkably high quality, *Mexican Folkways* is barely existing. With its very able editor, Frances Toor, with such collaborators as Carleton Beals and the well known artist Diego Rivera, its character is of the best. But though now in its eighth year, and better than ever, it is having a severe struggle to survive. What is the reason? This excellent *Revista Trimestral, dedicada a usos y costumbres mexicanos*, averages from fifty to sixty pages of most interesting matter, and is profusely illustrated with reproductions of genuine Mexican art, past and present. It is printed in parallel columns of Spanish and English and offers thus a most attractive aid to those wishing to practice in either language. One of the greatest of contemporary artists, Diego Rivera, is its art editor, and among the regular contributing editors are such

well known writers, educators and artists as Pablo Casanova, Elsie Clews Parsons, Genaro Estrada, Moisés Saénz, Salvador Novo, Carleton Beals, Miguel Covarrubias and Tina Modotti. I hope this notice will induce you to subscribe and get more than your money's worth. Send your check for two dollars, a year's subscription, to *Mexican Folkways*, Apartado 1994, Mexico City.

Frances Toor, the editor in chief, is a California girl, a 1914 graduate of the University of California. There is a crayon sketch of her in the February *California Monthly* at page 18, accompanied by a few biographical notes referring to her as a member of the Ministry of Public Instruction, lecturer at the University of Mexico, and founder and editor of *Mexican Folkways*. For ten years she has lived in Mexico, and in that brief time she and her collaborators have displayed devotion to the *real* Mexico, zeal in collecting information and pride in presenting it beautifully, such as ought to win the only kind of admiration that counts—support. In the fifty pages of the current number of *Mexican Folkways* are thirty-nine illustrations; it costs money to reproduce and print these. In this magazine are being shown the work of Mexico's greatest living sculptor, Magaña, the work of unknown Otomí artists, of pre-Cortés artists, of such celebrated moderns as Thomas Hanforth, W. P. Spratling, Laura van Pappelendam, Diego Rivera, Carlos González, León Venado, and many others, photographs by the internationally known Edward Weston, articles by authoritative

archaeologists such as Dr. Manuel Gamio, folk music harmonized by Francisco Domínguez the well known composer—and so on. But such an enterprise cannot go on without a subscription list.

In this connection I call attention to Carleton Beals' full-page review in *The Nation* of January 21 of *Monografía de 406 grabados de José Guadalupe Posada*, published by *Mexican Folkways* with introductions in English and Spanish by Frances Toor and Diego Rivera respectively. Mr. Beals says of Posada: "his work was known and loved by more Mexicans than any before or after him. For more than thirty years he definitely and continuously shaped public opinion; more than Madero, Zapata, or Santañón, he prepared the revolution which overthrew Díaz in 1910. He was a great spirit who worked in poverty and humbleness, an almost anonymous genius; he produced 15,000 zinc etchings to illustrate the stories, legends, songs, and prayers of the common people, speaking in a language known to them long before the Conquest."

Another book from this press that appeals to me is the *Mexican Folkways Song Book*—folk songs with simple piano arrangements and guitar accompaniments; every type of song is there: *sones* for the dance, ballads, love songs, revolutionary songs. None are available in sheet music. And the price is merely a dollar and a quarter, acceptable in the form of a check. This Song Book would assuredly prove an excellent "device" for the class room and for Spanish clubs.

## ORIENTAL STUDIES

HANS NORDEWIN VON KOERBER<sup>1</sup>, *University of Southern California*

ON my arrival in California thirty months ago I was surprised to find so intensive an activity in the field of international rapprochement as it is actually observed here, and to discover a good number of associations, societies, and clubs which

were founded with the purpose of bringing about good understanding between the Orient and the Occident, or between the Orient and the United States in a special sense. I am glad to see that many things are carried on in this respect, since I am deeply convinced that we are now in an age where the exchange and interchange of cultural goods is much desired. Also we, the Occidentals, can still be illumined by the Light of Asia, which shines upon every one who is willing to open his spiritual eyes.

America's culture is growing and developing; it is still young and receptive. Amer-

<sup>1</sup>Dr. von Koerber from 1905 to 1914 was engaged in ethnographical expeditions and linguistic research in Central Africa, Siberia, Central Asia, West China and Tibet. From 1914 to 1928 he was lecturer and professor of comparative religion and Oriental linguistics in the University of Marburg, Stralsund, Amoy, and of the Philippines. Dr. von Koerber is now Professor of Oriental Studies at the University of Southern California and Honorary Curator of Oriental Art in the Los Angeles Museum.

ica is on the way of evolving a unique culture; and, in connection with this, far-seeing people advocate Oriental studies, because the Orient is the cradle of religion; and religion is unquestionably an integral part of any culture. I consider it necessary not only to arrange and attend meetings with the aim of establishing friendship between the various nations of the Orient and the Occident, but also to make the Orient a special, interesting and well rewarded study.

It is, however, not only done by social gatherings, by arranging theatrical performances, or by conducting religious services of one or the other kind. Such activities move rather on the surface instead of penetrating deeper into the real world of the Orient. Yet, they are necessary; they form a stage on our way of development, a part in our work of orientation, without which we cannot proceed further in our endeavor of understanding. We should, however, not make the mistake—which is easily and generally made—of remaining on this line of activities indefinitely. Our next step should be to discover more of the soul of the Orient. This requires some study; it even means work. This work will soon become a pleasant occupation, because we begin to unveil the mystery of India, the glory of China, the beauty of Japan and the charm of other Eastern countries; it will be a gratifying one, because we are bound to understand the Orient better and better; the Oriental will then find in us people who are ready to change their attitude towards them and to correct the wrong ideas they had as a result of education, which made the white man look down upon the Oriental from a height which he possibly did not deserve.

Every educated American, man or woman, should be acquainted either with the religion or the philosophy, with the literature or the history, with the art or the music of one or the other Oriental nations; and, in addition to this, every sensible and progressive person should venture to make himself acquainted with one or the other Oriental languages, a task which in itself is highly fascinating and which means courteousness toward the stranger from the Orient.

Religion reveals a part of man's emotional world, and philosophy a part of man's mental world; literature, a product of mind, is enfolded in a garb of sound through speech; history shows something of the peoples' as-

pirations; art and music are a prominent outcome of man's religious feelings. Yet, without speech, i.e., without the gift of language, we would not be able to impart religious and philosophical ideas to others, to produce literary pictures of our productive mind, or to explain historical events and connections. Speech is always the mediator between man and man. As such, it forms an inseparable part of man's soul. His feelings become crystallized in forms of sound; and in such sound-forms and sound-groups, arranged in accordance with racial peculiarities, they can, so-to-speak, be handed down from one person to another, from one generation to another, intelligible to those who are or who become congenial with their creator.

Many people will say they have been busy with studying the literature of China, the history of Japan, the religion of the Hindus, and the music of the Malays, and found much pleasure in doing so. But further investigation will show that most of those studies were undertaken by means of translated books or by means of books written by superficial or incompetent people who are still strangers to the Orient in spite of having spent some years there. Books of the first type lack the power of life which is inherent in the original and show almost nothing of their peculiar flavor, which is an important part of the original language. Translations of Oriental texts—even the best ones—are poor crutches and give us only incomplete and sometimes incorrect ideas. And books of the latter type are often misleading, because in most cases they were written by people who know little of the true side of the Oriental world.

And if you go to the Orient, you will be thrilled in seeing so many strange and interesting things. In the midst of tropical or subtropical scenes, you see a crowd of colorful people pushing through the streets, you see buildings and temples of a peculiar kind, you see performances strange and unintelligible; an entire kaleidoscopic world is turning around you so that you really need time to digest it, or not to digest it. And all this will remain a world not understood, which has not opened to you its gates, because you have not used the key to open them, namely, *language*. Language is the immediate outflow of man's life and thought. And not knowing the language, we will remain untouched by the life of the Orient.



The situation is something like this: Here is a famous electrical plant marvelously installed according to the most perfect modern devices. Entering the halls, we are almost overcome by the many diversified engines, all working together harmoniously as one great body. Everything is clean, all is running smoothly, their motion is perfect. We know that the engines will run as long as life is in them; we can even control that life to a certain extent and make it subject to our desire and our command. Yet, what that life in the electrical engine is, we do not know.

In the workshop of the Oriental world we also find life, pulsating for thousands of years. We see it working, we see it moving, we see it creating and forming, but we do not know it, and are not even able to control it, as we at least can do with the engine.

The surest and most effective way to find access to that life and to bring it even under our control through our adaption to the new type of speech and the new type of culture, is through the study of its language. One person might be specially interested in the Chinese world of culture, another in the Indian world of culture, another in the Semitic world of culture, and so on. In such a case, I strongly advise you to take up the study of Sanskrit or of one of the modern Indian idioms, if you are really interested in India; or to study Chinese or Japanese, if

you are honestly interested in the Far East; or to study Arabic or Hebrew, if you are thoughtfully interested in the Semitic world. This means to take one of the leading languages of that sphere of culture, in which you are sincerely interested. And soon you will find that you come from one revelation to another, each even greater and more inspiring than the previous one.

People say of the study of languages that is the study of philology, that it is tiresome and a rather dry affair. Well, if you happen not to have the right teacher, you are correct. But, if you have an inspiring instructor, you will soon become convinced of the contrary. In the proper sense, Philology should represent a discipline which reveals and gives *life* to you, which means life, beauty, action, charm, revelation. Philology, understood in the proper sense, means a study of man's life revealed by speech, and thus claims to be one of the most important branches of science, which—I am sorry to say—is much neglected in this country and not even understood by leading representatives of education.

We as educators and as educated people should be promoters and popularizers of a general and trustworthy knowledge regarding the Orient, its peoples and its languages. Such effort is dictated by necessity, laying upon us a duty, a responsibility, and a service, in which we should not fail.

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## CORRESPONDENCE and COMMUNICATIONS



### The Reading Method and Culture Study

After reading 1,000 odd pieces of linguistic pedagogical literature, Prof. John Horne<sup>1</sup> divides the material leading up to and since the twentieth century into culture, method and administration with a probable tendency back to culture. Indeed, tempting the American youth to the nose-bag of culture through the medium of formal grammar proved rather a discouraging process. During the war period commercial demands and parental hopes tossed into the class rooms of culture-loving teachers a horde of unselected Yankee materialists, who relied upon a two-year course to benefit themselves with a practical speaking knowledge of a modern foreign language. Classical translation methods were cast aside, and, under the stimulation of direct method texts, enthusiastic *maestros* and *maitres* "conversed" with beginning students until the much sought foreign accent almost became a reality. But, unhappily, the opportunity for continued practice of the acquired speech rarely presented itself to those whose studies ended after high school. Much splendid material has since been passing into the colleges and while some of it suffers from the lack of continuity, due to postponement of language study to the upper division, nevertheless, a host of modern language majors throughout the land, are now graduating after six and seven years' study. Excellence is attained in reading, writing, pronunciation and comprehension. The ability to speak fluently is limited to students of foreign extraction or to those Americans who have passed some years among the natives, and also to the exceptional specialists who put forth every human effort and take advantage of local opportunities to hear and to speak the foreign tongue. Upon graduation these students should be transported immediately to a foreign country, there to become bi-lingual in every sense of the word. Graduates from the University of Washington were selected to serve as telephone operators in Paris during the War. Others have been accorded degrees at the University of Paris. The recent Spanish debates between Yale and Porto Rico students have led to a twelve weeks' trip to South America, where American students will debate and explain the work of the International Relations Clubs.<sup>2</sup> Such results justify the training offered in this country for foreign language study. Language teachers no longer need be apologists. Their schemes for teaching foreign languages are succeeding so far as the candidates take advantage of present opportunities for learning. The main thing to emphasize nowadays is the constant, continuous study of a major language from the earliest period

to the latest, passing through grammar and composition, and proceeding into literature with self-expression.

The 1000 papers that Prof. Horn has read have greatly aided and encouraged the ambitious. American trained language teachers, who welcome every new device for exciting the interest of classes now more carefully selected. The recent development in our field, influenced by the sway of successive movements, offers a happy outlook with the cycle revolving again toward culture study. Once more, the literature of foreign countries is the goal. The developing steps of the novel, drama and epic, culminating in the rise of universal genius, is being passionately investigated by scholars of the New World, and the Golden Ages of European literature, newly aflame by the dying glow of the Middle Ages, but strangely ignored in America, now excite the admiration of our language students.

Lest this may appear too bright a survey of the present trend, I would refer to the M. V. O'Shea Bulletin of the U. S. Bureau of Education<sup>3</sup>, in which the new trend from materialism toward idealism is traced. Where Professor O'Shea's optimism occasionally droops at sight of some of the M. F. L. Study figures, Professor Feise<sup>4</sup> rallies to his support, assuring us that no discouragement should be felt, because 85% of graduates found use for foreign languages after graduation. And, this writer emphasizes the fact that "one-half of all classes say that they have read foreign languages for personal enjoyment!" while 66% admitted the later need of them. The post-war change from materialism to humanism, the awakening of the national consciousness to include cultural refinement and international concord, along with a departure from the learning of words to the understanding of phrases, or groups of words, all point to the acquisition of the reading method. But Dr. O'Shea has excited his critic's ire by the conclusion that rapid reading is best acquired by the use of newspapers and current matter. He would make the foreign language a tool for gathering information for other studies. Dr. Feise, contrarywise, declares that literary study "overcomes the difficulties of a more specialized vocabulary". But the same statement might apply to the value of a newspaper vocabulary as embracing the literary field. It is quite evident that for building a vocabulary quickly and for encouraging wide reading, foreign newspapers and current reading matter serve the literary students as a most desirable medium of approach. In ten years of language instruction, I have never missed a term without offering fifteen lessons from a daily paper. This, along with the writing of letters to foreign countries, has become a fixed habit, which makes possible a more extensive reading of the classics.

<sup>3</sup> *Aims and Values of Foreign Language Study*, U. S. BUREAU OF EDUCATION, 1927.

<sup>4</sup> *Aims and Values of Foreign Language Study*, Ernst Feise, MODERN LANGUAGE JOURNAL, May, 1930.

<sup>1</sup> *Ten Years of Modern Language Methodology in America*, John Van Horne, MODERN LANGUAGE JOURNAL, May, 1930.

<sup>2</sup> *Debates in Spanish at Yale*, E. J. Hall, HISPANIA, May, 1930.

And this incipient controversy (along with the technically pedagogical titles of recent issues of the MODERN LANGUAGE JOURNAL) reminds me of the wholly scientific attitude which foreign languages instructors now display toward their field. In keeping with the investigations of the Modern Foreign Language Study all teaching practices are to be ignored unless weighed and measured by standard devices. The academicians have moved into the accounting office. The schoolmaster's fond recollection and intuition are being replaced by a card index system and a library of experiments. Even in the impressionistic realm of literature positivism rules over supposition. We have created a fact-finding court to avoid the old time personal disputes which Dr. Feise has revived in his criticism of the O'Shea Bulletin. Incidentally, without waiting for the exhaustive report of the M. F. L. Study, I arrived by intuition at much the same conclusion some years ago.

And, by the way, with all the scientific investigating made today, so far as the high school field is concerned, much of it is useless in that it fails to consider the limitations, the process of assimilation, the awakening and sustaining of interest and the harrowing grind of repetition. Practically little consideration has been taken of the vastly inferior receptacle that teachers know the high school child to be. I am reminded of the professor who was surprised that the subjunctive could not be mastered by high school students in a year and a half. He had no occasion to realize that the subjunctive is an unknown concept to pupils who have not previously studied a foreign language,<sup>6</sup> that its use has practically disappeared in English, and its sense and feeling must be created wholly in the adolescent mind. To instill a new concept, an abstract principle of any kind in young minds, there are required not merely the statement of the principle, but innumerable examples and occasions to practice not only for a month but for ensuing months and years.

I wonder how astonished our scientific friends will be to know that:

The maximum basic vocabulary of a two-year high school student is 1250 words of the 1600 exposure.

That each third year text contains above 400 additional basic words.

That with special drill and emphasis the maximum number assimilated is 100 a term.

That without drill and review the maximum number is negligible.

That the first 4,000 words of the Buchanan *"Graded Spanish Word Book"* contain only 2171 basic words, the remaining 1829 being easily recognized as cognates and derivatives by pupils so trained.

That this 2,171 basic word list has one-half of the new words of the third year, as counted in two texts—*"Vistas Sudamericanas"* and *"José"* (Heath editions).

That these two books there are 418 additional words above the 4,000 list.

That while there are 162 derivatives up to the first 3,000 words, there are 174 between

3,000-4,000, proving that the latter part of the Buchanan vocabulary is increasingly dependent on the early part.

That the usual three-year foreign language pupil enters college with a maximum vocabulary of 1,500 basic words, which is 671 less than his exposure, but which still is equal to 3,339 words or the most frequent half of all the words in the *"Graded Spanish Word Book."*

That those who favor a reading method for classes above the second year should center their attention upon the words between 2,000-4,000 in Buchanan's list.

EDWARD C. GARCIA.

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## An Experiment in the Teaching of Spanish in the Elementary Grades

With the inspiration of the general interest at present in the beginning of language study at an early age, the Spanish Department of the Stephen F. Austin State Teachers College has conducted an experiment during the past five years in the Demonstration School of that college. Based on some definite theoretical conclusions from study and observation, after a year of experimentation with groups of pupils, an effort was begun to teach Spanish to children beginning in the fourth grade.

In the year 1925-26 the fourth grade class was taught 60 lesson hours of 25 minutes each. In 1926-27 the curriculum was arranged so as to allow a regular 25-minute period daily for Spanish, using the same children (then in the fifth grade). A new fourth grade class was also begun. In 1927-28 and 1928-29 the work was continued with the same two classes and the same class hours daily.

I present a summary of the method and results of this work in the hope that it may serve as an inspiration to further development of the teaching of Spanish to children at an early age.

The first difficulty which we faced was the lack of material for the daily lessons. The books for children published in Spain were entirely too difficult as to vocabulary and construction. We found a few translations of the primers used in the United States several decades ago. Both the mentioned type of books were devoid of the simplest principles of pedagogy and of adaptation to the needs of the child according to the modern interpretation of psychology.

To supply the immediate need, I formulated a few oral lessons, which were taught to the children under my guidance by Miss Audrey Hanna (now Mrs. Sanders) who was a senior student in the college. Gradually we developed a series of oral and written lessons, based on the following principles:

1. The aim to teach the children to speak and understand the language with facility.
2. The developments of a vocabulary that is linked in meaning from the simple words of the home, through that of the school, into the community, out into the world.
3. The development of correct pronunciation—with the ideal that the child should never hear nor give an incorrect sound.
4. The use of the proper rhythmic movement in

<sup>6</sup> *The Language Concepts Needed by College Freshmen.* Luella Cole Pressey and Sidney L. Pressey. MODERN LANGUAGE JOURNAL, May, 1930.

saying words, phrases, and sentences.

5. The emphasis on motor activity to impress words and phrases on the memory.

6. The constant stimulation of the interest of the child by the use of material which has a psychological appeal and which is simple enough to give the child the joy of accomplishment.

7. The use of a great amount of aural and oral drill.

8. The attempt to make the language an actual part of the daily life of the child by the development of self-expression in the language.

9. The teaching of the correct use of such points of grammar as gender, number, the articles, agreement of adjectives, and verb forms in a passive way, so that the child may learn them without the necessity of formal rules.

The outline of the lessons prepared by careful experiments, changes and elimination of material, may be summarized as:

1. Fifteen oral lessons; 2. Writing words and sentences; 3. Reading short lessons, based on the oral work; 4. Memorizing words, sentences, songs; 5. Singing in concert; 6. Self-expression, developed by motor activity in actually doing what the sentences state; 7. Words and sentences, taught by the use and movement of objects and pictures; 8. The presentation of short reading lessons in the form of sentences and paragraphs of three to six lines about the home; 9. The introduction into the reading lessons of four characters, two girls and two boys; 10. The lessons increase in length, carrying the four children through many experiences and adventures; 11. The introduction in simplified form of stories from Spanish literature as told by an aunt of the children; 12. The principles of grammar taught by repetition of forms; by sentences which have blanks to be supplied; by reference to the reading lesson; a discussion by the children of the story about lessons learned in school.

At the beginning of the second year of my experiment, the school had the good fortune to secure the services of Miss Rosalie Biggio to continue the plan. Miss Biggio had lived in Laredo, on the Texas border, most of her life. She was a graduate of the University of Texas, having majored in Spanish; most important of all her qualifications was the fact that she had the native ability to hold the interest of the children, coupled with an enthusiasm and joy in the special piece of work which she was undertaking.

A careful record of the work accomplished by the first class during the first year has been kept. Miss Biggio continued the experiment through the school term 1927-1928, when she returned to Laredo to teach in the high school in order to live with her mother. Miss Eloise Roach has continued the work as critic teacher in the Demonstration School. Again we were fortunate in securing the services of a woman who knew the Spanish language as well as she knew her native speech.

An effort has been made to keep a record of the progress of the two classes. In a limited article, it is impossible to give many details, but a few points are summarized in the following statements:

At the end of the first five months' work the fourth grade children had thoroughly mastered

120 words, 60 of which were nouns, the others being adjectives and verbs. Numerals, articles, prepositions were not included. In addition, we noted 350 words which the pupils could read in their lessons and had mastered in meaning and pronunciation.

At the end of the sixth grade work, the class had read various Spanish stories. They had also completed *Primeras Lecciones*, by Marcial Dorado, including a vocabulary of 2,400 words. The significant result of this reading was that the children were actually able to retell in their own words the stories read. They possessed sufficient vocabulary to give them ease and confidence. They could dramatize stories, using extemporaneous conversation in Spanish.

A library of stories for children, written in Spain, has been collected. The pupils read them with pleasure and with comparative ease, although many long words of Latin derivation they do not understand.

At the beginning of the term 1929-30, we decided to have the class, which began the study in 1925-26, enter the ninth grade Spanish class, skipping the eighth grade. Our great difficulty is to keep the group at a normal level in regard to other pupils and in harmony with the other courses in the grade.

In the fall of 1928, Miss Biggio made a report on our experiment before the Spanish section of the Texas State Teachers' Association. This article contains some of the points taken from her report. I keep on file in my office a record of various results of the work done by the two classes, such as examinations, note books and statements concerning achievement. My plan is to follow the development in language ability of the pupils until they enter college.

In manuscript form, I have the lessons used for two years by the class which began Spanish in the fourth grade. There is not a sufficiently large market for the book to have it published. However, the inspiration and the knowledge gained by our experimental work has caused us to make a thorough investigation of the teaching of Spanish to beginners in the junior and senior high school. The result has been the production of a book for high school use. The lessons have been developed by actual contact with the pupils of the Demonstration School of a Teachers College. An effort has been made to adapt the lessons to hold the interest of the adolescent pupil and to coordinate with the other departments of the junior and senior high school. The Southwest Press, Dallas, Texas, has in print *El Curso para Principiantes*.

As to the experiment carried on in the fourth and fifth grades, I shall be glad to answer any questions which interested teachers may care to ask me.

RUTH MAYS.

State Teachers College, Nacogdoches, Texas.

### Notes on Spanish Phonetics\*

By way of expansion and reorganization of the principles and rules contained in my letter on "The Open and the Close E and O in Spanish,"

\*Permission to reprint this material should be obtained from the author.—L. C.



inserted in THE FORUM for April, 1930, I hereby state:

First, that there are seven accented vowel sounds in Spanish, as follows: *a* as in *calle*, sounded as English *a* in *father*; *i* as in *villa*, sounded as *e* in *me*; *u* as in *tuyo*, sounded as *u* in *bull*; open *e* as in *tecla*, sounded as *e* in *let*; close *e* as in *mesa*, sounded as *e* in *ensign*; open *o* as in *cosa*, sounded as *au* in *caught*; close *o* as in *toda*, sounded as *o* in *for*.

Second, that every one of these vowel sounds loses more or less intensity when not accented; the open becoming close in some instances, as the *e* in *metrologia* from *metro* and the first *o* in *filosófico* from *filósofo*.

Third, that, contrarily, in some instances the close becomes open, as the *e* in *término*, *ci. termino*, and the second *o* in *filosófico*.

Fourth, that the *i* and the *u* become very weak in diphthongs, such as *ai*, *ay*, *oi*, *oy*, *ia*, *io*, *eu*, etc.

Fifth, that any vowel may undergo weakening to make possible the required synalephas, as the *o* in *la hora* and the *o* and the *e* in *amo a Enrique*.

Sixth, that unaccented vowels are close, except in some derivatives from primitives having them accented open, in which they remain open, as the *e* in *teclado* from *tecla* and the *o* in *bolita* from *bola*.

Seventh, that there are three groups of verbs, each containing an *e* or an *o* in its penultimate syllable, in which this letter undergoes metaphony as follows:

1. Verbs in *-ar* which, like *encolar* with over one hundred others and *cerrar* with nearly two hundred others, have said *e* or *o* open, keep it open through their whole conjugation.

2. Verbs in *-ar* which, like *pelar* with about seventy others and *tomar* with a few others, have said *e* or *o* close, and in which this vowel becomes open when accented, as in *pelo*, *pelas*, . . . ; *tomo*, *tomas*, . . .

3. Verbs in *-er*, like *temer* and *comer*, in all of which said vowel is close, and in all of which this vowel becomes open in the second and third persons singular and the third plural present indicative, as in *temes*, *teme*, *temen*; *comes*, *come*, *comen*.

#### CLOSE SOUND

amo	I love, owner, boss
ame	present subjunctive
amare	future subjunctive

NOTE—This sort of metaphony takes place in all verbs in *-ar*, except a few irregular ones.

bebe } imperative

come }

NOTE—This sort of metaphony takes place in all the verbs included in rule 7 for the *e* and rule 8 for the *o*.

bota	wine bag
bota	of botar
celebre	of celebrar
computo	of computar
cosa	of coser
coso	of coser
domino	of dominar
filósofo	philosopher
genero	of generar
integro	integer, honest
merma	of mermar
mesa	table
mora	of morar
moro	of morar

Notice that in the last class of verbs the third-person form for the present indicative is expelled the same as the second for the imperative, but the vowel of reference remains close in the latter.

Exceptions to group 3 are the verbs *ceder*, *creer*, *deber*, *leer*, *poseer*, *proveer*, *prever*, *rever*, which keep their penultimate *e* close all through their conjugation.

Eighth, that the open vowel sounds may occur in any unaccented syllable except the last one.

Ninth, that the open sound of *e* occurs besides in:

1. The endings *-ero*, *-era*, *-elo*, *-ela*, *-encio*, *-encia*, *-ente*, *-ento*, *-enta*, *-erio*, *-eria*, *-erio*, *-eria*, and *-erola*.

2. The prefixes *alter-*, *ben-*, *e-*, *he-*, *helio-*, *hemi-*, *etno-*, and *equi-*.

3. The diphthongs *ie*, *ye*, *ue*, *eu* and *ei*.

4. Accented final syllable, except in *cortés*, *ciprés*, *lnés*, *interés* and a few others, and in the ending *-er* of verbs.

5. Any accented prepenultimate syllable, as in *pésimo*, *pésimamente*.

Tenth, that the *o* is also open in

1. The end of the word when accented, as in *habló*.

2. The diphthongs *oi* and *oy*, except in *hoy*, *soy*.

3. Any prepenultimate syllable, when accented, as in *próximo*, *próximamente*. *Cómodo* is an exception.

Eleventh, that, in addition to the words included in the above rules, there are nearly one thousand primitive words which contain at least an open *e* or an open *o*.

Twelfth, that, from the above, it is clear that the two main sounds of Spanish *e* and *o* are not strange ones to English-speaking students, the only possible difficulty with which these may meet in several instances is that of discriminating between the correct one to be used. It also becomes apparent that it would be absurd for us to pretend to reduce these two sounds to one. The impossibility of such reduction is further illustrated by the following table, made up of words, every one of which undergoes a change in meaning with the metaphony of an *e* or an *o*.

#### OPEN SOUND

amó	he loved
amé	I loved
amaré	future indicative

NOTE—This sort of metaphony takes place in all verbs in *-ar*, except a few irregular ones.

bebe } present indicative

come }

bota	boot, shoe
vota	of votar
célebre	celebrated
cómputo	estimate, account
cosa	thing
coso	arena
domino	domino
filósofo	of filosofar
género	gender, genus, goods
integro	of integrar
merma	shrinkage
mesa	of mesar
mora	moorish-woman
moro	moorish-man

no (vino)		no (señor)	
osa	she-bear	osa	of osar
oso	he-bear	oso	of osar
pega	magpie	pega	of pegar
pelo	hair	pelo	of pelar
perdida	lost	pérdida	loss
pero	small pear	pero	but
presente	of presentar	presente	a noun
próspero	prosperous (the <i>e</i> )	prospero	of prosperar
revolver	to shake, to turn	revólver	revolver
sé	be (thou)	sé	I know
se	self, also a sign of passive voice		
sequito	diminutive of seco	séquito	retinue
seria	of ser	seria	serious
será	of ser	sera	large panier
secreta	private, concealed	secreta	of secretar
secreto	secret	secreto	of secretar
tema	of temer	tema	theme, obstinacy
templo	of templar	templo	temple, church
teja	of tejer	teja	tile
tejo	of tejer	tejo	yew-tree
termino	of terminar	término	terminal, end
vela	see her, it	vela	candle, sail } of velar
velo	see him, it	velo	veil
verá } of ver		vera	side, margin, border
verás }		veras	earnestly

Exceptions:—*Doméstico* (man-servant, domestic) and *doméstico* (of domesticar), both have an open *e* but a different sound of *i*, while *cortes* (congress) and *cortés* (courteous), both have a close *e* and a close *o*, in spite of the accent shifting.

It is interesting to notice that the four main sounds of *e* and *o* were represented in Greek by four different letters.

It may be asserted in closing, that, if there is any Spanish phonetic theory which is worth while to learn, it is the one related with the two sounds of *e* and *o*, about which, by the way, there is nothing else to go by but this article.

Berkeley, California

L. CARRALOSA.

## Modern Foreign Languages and Subject Integration

"This is one of the best examples of subject integration that I have ever seen in the Polytechnic High School." This arresting remark was recently made by the principal, Mr. Buchanan, after viewing an exhibit of Spanish posters held in a modern language class-room. The posters picture distinctive features of cities, towns and regions of Spain. The subjects are more frequently classic and historic than modern; a fragment of a Roman wall, a fine example of Gothic architecture, Moorish palaces, museums of painting, sculptures and the haunts of the valorous Don Quijote. While the posters are designed to call the attention of tourists to the attractions which Spain has to offer, they assume that his interest will be stimulated by Spain's rich historic past as well as by her progressive but still picturesque present.

The posters are used in Spanish classes as subjects for student reports given in Spanish in advanced classes. The same procedure is followed in French and in German classes. Thus the subject of modern language is integrating with art, adver-

tising, foreign trade, geography (physical and commercial), history (world, commercial, and industrial and particularly Latin-American), sociology and literature. Grammar and music may be added as integrating subjects.

The class-room also contains as instructional equipment a globe, geographic and linguistic maps, and foreign magazines; as atmosphere, a display of South American post-cards, flags, pottery models of Mexican industries, vases, rugs and curios.

The equipment of this class-room typifies the new trend in modern language instruction. Content and method are based on the needs of the average pupil. No special type of ability is required for some mastery and much enjoyment of modern languages. With no emphasis on grammar as an end in itself, with much emphasis on oral practice, with all courses enriched with such activities as map drawing, studies of history, geography and customs, and current events, language clubs with liberal use of interest-stimulating illustrative material, a modern foreign language as taught today appeals to every type of student. It is a significant factor in that broad enlightenment which results in international understanding and friendship, the foundation upon which hopes are based for future world peace.

Illustrations of integration of modern languages with every day life are of almost daily occurrence. The Modern Language Office serves as a sort of Language Information Bureau. Whether the need be for naming an apartment house, mountain cabin or artshop, for translating a document, or for assisting in understanding a newly-arrived immigrant speaking French too dialectic for the comprehension of the Travelers' Aid Society, modern language teachers are glad to be of service. While writing this article a call comes from the Chamber of Commerce Building for a student with enough knowledge of typing and Spanish correspondence to translate letters. Such a stu-

dent can be confidently recommended.

We even touch what sounds like romance. A few days ago the office telephone rang. A rather hesitant young girl's voice inquired: "Can you tell me the meaning of a Spanish word?" "Perhaps," we reply, "What is the word?" Anxious but hopeful the voice spells "N-O-V-I-A." Trying not to betray our amusement we reply: "That sounds interesting." The voice comes back, now satisfied and happy: "Yes, it is interesting, the word is in a letter from Mexico."

M. ALICE LAMB,

*Long Beach, California.*

### Spanish Collections

The Oberlin College Library has purchased this past year two collections of books for the Spanish library. One is a collection of romantic novels of Spain of the last century. These books have been gathered for the purpose of a special study in this field and the number of novels is now greater than can be found elsewhere in the United States. A bibliography of the field is under way, including a catalogue of the collection in the Oberlin Library.

The other collection was bought as a unit and consists of about 7,000 titles of Spanish drama from 1700 to 1920. These plays were collected over a period of years and form a whole that will be hard to equal for the study of Spanish drama since 1700. A catalogue of this collection is also under way.—C. S.

### Anent Portuguese

The following facts are of interest with regard to the teaching of Portuguese:

1. The Portuguese language is one of the three official languages of the Americas, and it is spoken by about sixty million people.

2. It is the repository of a powerful and typical culture, and an instrument of enormous economic value in every continent, principally in America.

3. The extent of economic relations between the United States and Brazil is probably not less than that with the Spanish-speaking republics, and offers a future of extraordinary importance.

4. The Iberic civilization, whether studied on its native European soil, or in America, where it

has been transplanted, is a unified whole which cannot be understood without considering the role played by Portugal. (The very discovery and colonization of the American continent was one step of the great work of exploration of the earth, planned and begun by Portugal seventy-five years before Columbus' first voyage, which was also devised in Portugal.)

5. From an aesthetic point of view, one should not forget the profound mutual influence of the two peninsular literatures, Portuguese and Spanish, and the repeated initiative of the Portuguese (Provençal lyricism, poetical drama, the novel of chivalry and the pastoral novel, colonial historiography, Portuguese material in the theater and in the ballads of the Golden Age, modern novel and poetry, etc.)

6. The existence of a numerous Portuguese colony (of more than 100,000) in the State of Californai insures a bright future for this instruction, which could count on the most solicitous support of the Portuguese press in California and of the radio, over which there is a weekly "Portuguese hour."—F. F.

### Sobre La Pureza Del Idioma

En los diarios de Buenos Aires vemos que tanto las autoridades universitarias como los escritores, se preocupan allá de corregir los numerosos vicios que las influencias de diverso origen han introducido en el lenguaje.

Un plan está siendo estudiado para proscribir el uso de expresiones que no son propias del idioma castellano y que se han generalizado en la Argentina.

También en Bolivia se ha pensado en ello. Bajo el gobierno del doctor Saavedra, se expidió un decreto prolijo, estableciendo entre otras cosas, que en las escuelas y colegios, se adopte la pronunciación española propia de las letras c, z, que se confunden actualmente con la s. Se recomendó, asimismo, que en las conferencias y discursos políticos, los oradores se acostumbren a decir "constitución", en vez de "constitushon".

Infortunadamente, el decreto supremo pertinente ha quedado escrito como tantos otros decretos supremos.

El remedio radical para corregir todas estas anomalías acaba de descubrirlo el periodista chileno Hubner. Consiste en irse a Lima. Entonces, uno sin querer comienza a hablar bien.—LA PRENSA.



## ASSOCIATION ACTIVITIES



### The Annual Spring Meeting of the M.L.A.S.C.

The regular spring meeting of the Association will take place Saturday, May 2nd, at the High School in South Pasadena.

The program follows:

#### MORNING SESSION

10 o'clock—GENERAL MEETING: Main Auditorium, Bank Street.

1. Welcome. Mr. John E. Alman, Principal.
2. Music. Mr. Albert J. Adams.
3. German Film.
4. Spanish Play. "Isabelita."
5. "The Reading Approach," Dr. Helen M. Eddy, University of Iowa High School.
6. Dramatized French Songs.
7. French Puppet Show. "La Belle au Bois Dormant."
8. Music. Mr. Albert J. Adams.
9. Spanish Tableaux.

12:15—LUNCHEON: Cafeteria, Academic Building.

1. Music to consist of songs in French, German, and Spanish; Community singing.  
N. B.: The proposed amendment to our constitution, creating the office of "Associate Secretary," will be voted upon.
4. Music during the luncheon will be furnished by the Spanish Orchestra and the French Trio of the South Pasadena Senior High School.

#### AFTERNOON SESSION

All section meetings will be held simultaneously and should begin immediately after the Business Session.

1:30—FRENCH SECTION: Library, Academic Building.

Mrs. Bertha D. Goodwin, Hollywood High School, Presiding.

1. Address: "Scènes de la vie future," par Georges Duhamel. Professor J. A. Morrell, University of Southern California.
2. Short Talk by Mr. Charles Farchy, Membre des orateurs et conférenciers de France.
3. Election of Officers.

1:30—SPANISH SECTION, (LOS ANGELES CHAPTER, A. A. T. S.) Speech Arts Auditorium, Academic Building.

Mr. H. C. Theobald, Los Angeles High School, Presiding.

1. Business: Reports of Committees and Election of Officers.
2. Address: "Un Viaje por mi País," Señorita Leonila Avalos, U. S. C., Visiting Professor from Santiago de Chile.

1:30—GERMAN SECTION: Music Auditorium, North Building.

Mr. Erwin Hartung, Polytechnic Evening High School, Los Angeles, Presiding.

1. Music by students of Pasadena Junior College.

- Mrs. Giddings in charge.
2. Address: "Der Deutsche Einfluss auf die Entwicklung der Modernen Baukunst," Mr. H. O. Peters, Director of Deutscher Klub.
3. Business: Election of Officers.

### The Modern Language Association of Central and Northern California

will hold its next meeting on Saturday, April 11, at 2 P. M., in the Assembly Hall of the San Francisco Public Library.

#### PROGRAM

PROF. ALFRED SOLOMON, *President*  
(University of California)

EDITH E. PENCE, *Sec.-Treas.*  
(Galileo High School, San Francisco)

1. Greeting by the President of the Federation of Modern Language Teachers of the Pacific Coast—Prof. William A. Cooper.
2. "Vocational Opportunities for Students of Modern Languages."  
Round Table led by Prof. Wm. Leonard Schwartz, Stanford.  
Discussion by Mr. Waldo Joseph Marra—Former Director of Correspondence for the Bank of Italy.  
Discussion from the floor. (Think over the record of your former students and the experience of your friends. Let us have the benefit of your opinions.)

Members who are interested in doing so will lunch together at the William Taylor Hotel Coffee Shop at 12:30, before the meeting.

### Languages and the World's Work

Teachers have often been questioned about the practical use of a language training, particularly by some of their best students who may be averse to taking up teaching as a career. The profoundest defense of language studies is that made by Prof. Colbert Searles, who praised "their magnificent uselessness" in his smoke-talk given last December before the Modern Language Association of America. We need to make it very plain to those who seek our advice that the world's work is done by those who have acquired special business training or developed special abilities, but then we should go on and emphasize the fact that in certain vocations the fullest success can only be achieved by people who know foreign languages.

What are some of these vocations in which it is generally admitted that language training is a valuable asset, those toward which we should direct the young inquirer on leaving school? The National Federation of Modern Language Teachers, as was announced in the January FORUM, is now sponsoring a committee to investigate the sub-



ject, and its latest check-list of occupations will be found below. A tentative survey of employment possibilities in these occupations is now being made with the assistance of interested teachers and business men. The undersigned would be very glad to receive any data that the readers of the FORUM can contribute as well as the addresses of persons who might be qualified to discuss the language requirements of any vocation.

*I. Occupations in which a knowledge of foreign languages is a primary requirement.*

Foreign government service (attachés, clerks, servants), interpreter (in banks, courts, hospitals, immigration service, stores, travel agencies), journalist (foreign language press), language teacher, nursery governess, translator, American Foreign Service (commercial, consular, diplomatic, etc.)

*II. Occupations in which foreign languages are sometimes a secondary requirement or a distinct advantage.*

Advertising (foreign agencies), authorship (criticism, history, translation, travels), banking (foreign credits, foreign exchange, investment, loans), dramatic art, (including talkies), education, foreign trade (export and import trade), guide or courier, international law, international organizations work, journalism (foreign correspondent), librarianship, missionary work, nursery governess, public relations, radio announcer, salesmanship, secretarial work, settlement work, social secretary, tourist business, travel agency work, travelling companion, visiting professorships, waiter.

*III. Occupations in which foreign languages are an asset in achieving success.*

Advertising (foreign agencies), anthropology, archeology, army service, art dealer, authorship (criticism, history, translation, travels), banking, bookselling, clerking, collector (natural history, art, etc.), communications (cable, telephone, wireless), customs service, detective work, diplomacy, dramatic art and talkies, dressmaking and millinery business, education, engineering, exploration, foreign service (diplomatic, foreign government service), foreign trade (export and import trade), geology, guide or courier, hotel management and service, international law, international relations work, journalism, legal career, librarianship, merchandising, merchant marine, mining, ministerial work, missionary work, music, naval service, printing, public relations, public service (police, civil service, etc.), publishing, radio announcer, salesmanship, scientific work, secretarial work, settlement work, shipping business, social secretary, stamp dealer, tourist business, waiter.

WILLIAM LEONARD SCHWARTZ,  
Stanford University.

## Société des Amis de la Bibliothèque Nationale

An American Group of the Société des Amis de la Bibliothèque Nationale was organized in 1930 with the purpose of making better known to American scholars the facilities offered by the Bibliothèque Nationale, especially the new Bureau of Research, and of seeing that results of American scholarship were made available at the Bibliothèque Nationale, which so generously opens its treasures to visiting students. It was the feeling of the organizers that many Americans who had made use of the Bibliothèque Nationale would be glad to belong to such an organization and express in that way their appreciation of the advantages they had enjoyed.

The purpose of the French society is to enrich and increase by all means within its power the collections of the great libraries of Paris and the departments, encourage institutions intended to increase popular reading in France, and make of the libraries an indispensable link among all the active forces of the country. It has made possible important expositions of recent years, has established the service of information, by means of which research may be done for foreign scholars by competent investigators, and has rendered other valuable aid to the Library.

The American Group has now about one hundred active members, with a directing committee of seven consisting of:

Professor Carleton Brown, Sec'y of the Modern Language Ass'n, New York University; Professor Edward Capps, Princeton University, Princeton, New Jersey; Mr. Waldo Leland, Sec'y of the Am. Council of Learned Societies, Washington, D. C.; Mr. Theodore Koch, Librarian, Northwestern University, Evanston, Illinois; Professor Albert Schinz, University of Pennsylvania, Philadelphia; Dr. C. C. Williamson, Director of Libraries, Columbia University, New York; Professor Casimir D. Zdanowicz, University of Wisconsin, Madison (Secretary-Treasurer of the American Group). The Secretary-Treasurer acts as executive officer.

Annual dues are \$2.00; life membership has been fixed at \$35.00. Thirty francs of the annual dues and 750 francs of the life membership dues go to the French organization; the remainder is used by the American Group for necessary organization expenses and for the projects which it has under way. Among the latter are the increasing of representation of American reviews and important printed works in the Bibliothèque Nationale and general bibliographical assistance with reference to American works.

The authorities of the Bibliothèque Nationale have agreed to accept the membership card of members of the American Group in lieu of the diplomatic letter of introduction required to obtain the card of admission to the Salles de Travail.

It is the hope of the organizers of the American Group that its efforts may serve to draw the nations closer in all the forms of international intellectual co-operation.

Applications for membership and further information may be addressed to Professor Casimir D. Zdanowicz, University of Wisconsin, Madison.

## Linguistic Institute

The fourth session of the Linguistic Institute will be held in the College of the City of New York, June 29 to August 7, 1931. The following courses are of special interest to students of modern languages:

*Les Problèmes de la Préparation d'un Atlas Linguistique*, M. Jud [University of Zurich] et M. Scheuermacher; *Old French and The Phonology and Morphology of Vulgar Latin*, Mr. Müller; *Readings in Vulgar Latin and Old Spanish*, Mr. Richardson; *Old and Middle Irish and Brythonic*, Mr. Dunn; *Gothic*, Mr. Collitz; *Old Norse and Old Saxon*, Mr. Sehart; *Middle High German and German Morphology*, Mr. Prokosch; *Old English*, Mr. Orbeck [University of Rochester]; *History of the English Language and Modern British and American Pronunciation*, Mr. Alexander [Queen's University]; *Church Slavonic and Comparative Baltic Grammar*, Mr. Senn [University of Wisconsin].

The other courses announced deal with *Linguistic Science*, *Sanskrit*, *Comparative Grammar of Latin and Greek*, *Homeric Greek*, *Oscan and Umbrian*, *the Latin Language*, *Hittite*, *Comparative*, *Semitic Grammar*, *Hebrew*. Fees: \$25.00 for one course; \$50.00 for two or more courses. The bulletin describing the Institute will be sent to anyone writing to Linguistic Institute, Box 1899, Yale Station, New Haven, Connecticut.

## "Jedermann" at U.C.L.A.

On Saturday, April 18th, the German Department in the University of California at Los Angeles, under the direction of Professor Rolf Hoffmann, will present von Hofmannsthal's colorful pageant-drama "JEDERMANN" with 48 characters in medieval costumes, accompanied by the University Organist, Mr. Alexander Schreiner. The stage, as created by Bob Lee, will rival the cathedral setting at Salzburg, where Max Reinhardt's production of "JEDERMANN" enthralled European and American lovers of art, music, and the drama.

Unique light effects will enhance the appeal of the poignant conflicts which "Everyman" endures when he sees his friends and loved ones lose interest in him on learning that God has summoned him to render an account of his earthly stewardship. Every effort is being put forth to make our production effective and fascinating.

Two performances will be given in Royce Hall Auditorium (U. C. L. A. campus in West Los Angeles), a matinee at 2:30, and an evening performance at 8:00 o'clock. The play is in one act and will close by 10 o'clock. Tickets may be secured by mail from the German Department, U. C. L. A., 405 Hilgard Avenue. Prices for the matinee are 50 and 75 cents, and for the evening performance, 75 cents and one dollar. A special students' reduction of 25 cents will be made on all seats.

Between the matinee and the evening performance, 4:30 to 7:30, the German Club of the University will give a reception to the cast and their friends in the lounge of Kerckoff Hall. To this reception you and your students are cordially invited, particularly if you have not as yet seen our

sumptuous University Union building. The fountain and lunch room will be open also, and in addition to the regular menu a special plate dinner at 65 and 85 cents will be available. Please mail your reservation to the German Department if you desire to have your evening meal on the campus.

We are confident that this performance will be long remembered, both for the significance of its theme and for the excellence of its presentation. Its pageantry, lighting, color, and music have a universal appeal, and will quicken the imagination even of those who do not understand the lines. We, therefore, have no hesitation in inviting the general public, regardless whether they know German or not, and we would especially urge you to emphasize this fact when inviting your students and friends to attend.

F. H. REINSCH,

"JEDERMANN" Manager.

**FASTIDIOUS.**—American film magazines have come to the sudden realization that unless Hollywood becomes polyglot the world film markets will be lost in America. Europe, they find, objects to an American actor, clearly speaking English according to his lip movements, speaking Spanish, French, German or Italian through the amplifiers.

Such films have recently been hooted in Madrid and Paris, where the audiences object to false lip movement. The same reception has been reserved for Hollywood foreign language films as acted by home talent.

There was one French film with Dutch, Russian, Spanish and American players speaking French, each with a different accent and the Paris audiences took the film as the best comedy of the season, when it was intended to be a serious detective story.

**DISPUTE OVER FLEMISH AT COLLEGE.**—Premier Henri Jaspar and his Cabinet recently offered their resignations to King Albert, who reserved decision on acceptance.

The resignation is the culmination of a dispute concerning the use of the Flemish and French languages. Recently the government prohibited professors of the Ghent State University, which now uses Flemish, to lecture at its Ghent Institute for higher studies, where French is the language in use.

As a result of this decision the Liberal Federation met recently and repudiated the action of the Minister of Education, who was responsible for the university edict, and asked the five Liberal members of the Cabinet to have the ruling withdrawn.

The five Liberals, however, had approved the measure in the first place and they decided to resign rather than to ask its withdrawal.

The language question long has been troublesome in Belgium, although freedom to use either language is one of the principles of the Constitution.

**THE AMERICAN LANGUAGE.**—Recently Sir Alfred Knox in the House of Commons asked William Graham, president of the Board of Trade, if the import of the American talkies could not be limited in order to protect the lan-

guage and ideas of the people of England. The cable adds that: "The question resulted in a light interchange of quips about the American language and English undefined."

The American language is remarkable. It has made a great amalgamation possible and successful. It has been carried into documents of equality and they have worked. It can be understood in Maine and California, Texas and Wisconsin. It has taken the place of English, French and Spanish in territories where they were strong. It has made a nation with a common speech.

English is a dozen tongues. It is one thing in Lancaster and another in York, one thing in Cornwall and another in Northumberland. Only an Oxford man could understand an Oxford man and neither would want to understand anyone

else. A Patagonian would be as much at home as a Cockney outside of London, of his own particular parts of London.

This has served a useful purpose in the preservation of the ideas to which Sir Alfred referred. It being impossible for the English generally to commune with each other or understand each other, there has not been a popular uprising since Cromwellian days and that was not particularly popular nor did it uprise to any enduring purpose. In order to keep the English as they are with their ideas preserved it is necessary to keep them from learning a language which they could speak in common. The American talkies might cause a democratic uprising by teaching such a language. It may not be music, but it is understandable.

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